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ABSTRACT

To assist administrators, teachers, and other school personnel in understanding and implementing the various components of the Indiana Statewide Testing for Educational Progress (ISTEP) program, this manual details the ISTEP program, a broad-based achievement testing plan providing Indiana schools with a means of assessing their overall educational programs. The manual is divided into the following seven chapters: (1) "Overview of Indiana Statewide Testing for Educational Progress (ISTEP)"; (2) "Administering the ISTEP Battery"; (3) "Description of the ISTEP Battery"; (4) "Administrative Aspects of the Statewide Remedial Program"; (5) "Planning ISTEP Remedial Programs"; (6) "The State Achievement Standard: Technical Aspects of ISTEP"; and (7) "Scoring Reports." Appendixes consist of a list of ISTEP material sent to district offices; suggestions for an effective testing environment; sample ISTEP administrative forms; sample waiver form; resource information for planning and implementing ISTEP remedial programs; selected excerpts of Public Law 390, the enabling legislation for ISTEP; ISTEP resource information specific to language arts; ISTEP resource information specific to mathematics; achievement standards memorandum (February 8, 1985); p-values for ISTEP achievement indicators; and ISTEP funding and programmatic requirements. Four tables of data are included. (MM)

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Indiana Statewide Testing For

Educational Progress

ISTEP

Program Manual

Center for School Assessment
Indiana Department of Education
Spring 1988

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PREFACE

In an increasingly technical and information-oriented society, it is essential that students acquire the academic skills which are the tools for lifelong learning. Meaningful educational improvements must include a reliable basis for assessing student learning.

Since 1984, Indiana has had the Indiana Basic Skills Competency Testing and Remediation program to assess the basic skills competency of its lower achieving students. This test was designed to give maximum information about the achievement of these students, but gave little information about our average and above average students.

In order to meet the growing need for achievement information, the 1987 legislature passed into law the Indiana Statewide Testing for Educational Progress (ISTEP) program. This broad-based achievement testing plan provides Indiana schools a means of assessing their overall educational programs in order to promote effective learning by all students.

This manual has been constructed to assist administrators, teachers, and other school personnel in understanding and implementing the various components of the program. In order to make the manual as useful as possible, we will periodically update its contents. We welcome comments from local educators on ways to increase the manual's utility in the field.

It cannot be stressed strongly enough that ISTEP forms the cornerstone of the multimillion dollar legislative package referred to as the "A+ Program." Information generated by ISTEP will directly affect the new school accreditation program known as PBA, or Performance-Based Accreditation, as well as PBAW, or Performance-Based Awards. Directly or indirectly, ISTEP will affect virtually every aspect of the Indiana educational environment. The message of the General Assembly, that Indiana's cultural and economic vitality depend on high quality education, is clearly underscored by the existence of this program.

It now remains for the educational professionals in Indiana to assure the success of ISTEP. We must depend upon the integrity of our teaching professionals to maintain test security, and to insure the ethical preparation and instruction of students to be tested. With the help of our educational community, we believe this historic program will have a profound impact on Indiana schooling.

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CHAPTER I

Overview of Indiana Statewide Testing for Educational Progress (ISTEP)

1.1 ISTEP's Purpose

The overall purpose of ISTEP is to improve the educational opportunities of Indiana students. Through an official review process the program has evolved a battery of tests which assess student achievement based on the proficiencies established by the Indiana Curriculum Proficiency Guide. By assessing students at grade levels 1, 2, 3, 6, 8, 9, and 11, the ISTEP battery meets a wide variety of important information needs. Among these are tracking educational progress, determining student readiness, improving curriculum, promoting staff development, and identifying student needs.

Local and state decision-makers also benefit from information which assesses overall school performance, as well as the effects of state and local programs. ISTEP allows systematic comparison of academic achievement with various educational populations, both state and national.

1.12 Program Rationale

ISTEP is designed to meet the information needs of local school districts, as well as the Department of Education. Historically, such information has either been inconsistent, inadequate, or unavailable. In addition, assembling the information which did exist created massive amounts of paperwork which, when analyzed, still offered very little meaningful data. The ISTEP battery of examinations presents educators at all levels with a consistent data set, suitable for a variety of purposes. ISTEP creates the opportunity to track the progress of the majority of Indiana students. It also provides a measure of the effect of various reform initiatives. Indiana student performance will be measured against those proficiencies deemed critical to basic educational attainment. The unique format of the testing program ties it closely to the Indiana Curriculum Proficiency Guide, and links it conceptually to areas reported by the National Assessment of Educational Progress (NAEP) as critical to learning, e.g., critical thinking, comprehension, mathematics problem solving, and writing.

1.2 Participants in ISTEP -- Who Will Take the Test?

1.21 Regular Enrollment

Students in grades 1, 2, 3, 6, 8, 9, and 11 who are eligible for classroom instruction in English/language arts and mathematics are required to take the test. This includes regular education students and some special education students as defined below.

1.22 Special Education Student Eligibility

Some handicapped children receive their mathematics and English/language arts instruction from someone other than a special education teacher, but receive additional support and instruction which enables these handicapped children to remain in the mainstream. This assistance ranges from incidental tutoring to more intensive teacher-directed supplemental instruction. Note: Whether or not a child is "fully mainstreamed" so as to be required to take ISTEP is a case conference committee decision. If the committee determines that the students' instruction in English/language arts and mathematics reflects the achievement indicators for the grade level in which the student is enrolled, he/she must be tested and is subject to all applicable provisions of P.L. 390.

If the committee determines that a child does not meet the above criteria, the child may participate in the testing for diagnostic purposes. Such participation, however, is not required nor will the child be eligible for summer remediation and achievement based promotion.

Special adaptations of the ISTEP testing situation (e.g., large print, increased testing time) will be allowed if these are documented in the individualized educational program (IEP) as necessary for a student to function effectively in the classroom. Scores from students requiring special adaptations will not be included in determining classroom, building, corporation, or state ISTEP averages.

Other categories of students who may or may not be exempt from testing are discussed in section 2.1 of this manual.

1.23 Special Testing Adaptations for Regular Education Students

Certain regular education students may suffer from unusual conditions which significantly alter their physical ability to function effectively during the ISTEP testing. Examples of such conditions range from temporary disabling conditions (such as those caused by a broken or severely sprained hand or arm) to chronic conditions which affect motor ability (such as arthritis or various neurological disorders). If it is determined by the principal that the test taking performance of a student will be significantly altered by such a disability, the following adaptations may be allowed: 1) test assistants may aid the student by filling in answers as indicated by the student, or 2) reasonable additional testing time may be granted. In the case of visual impairment, large print and Braille versions of the test are available and may be used. In any case, the use of a special adaptation should be noted in the appropriate special code section of the answer document and also noted in the student's permanent record.

To preserve the integrity of ISTEP normative information, special adaptations should be used judiciously. In no case should student academic ability (for example, poor reading skill) be considered as appropriate grounds for allowance of additional time or any other special adaptation.

1.3 Testing and Test Results

ISTEP consists of a standardized test (California Achievement Test, Form E, Basic Battery, CTB/McGraw-Hill); a criterion-referenced test for determining student mastery level; writing samples at grades 3, 6, 8, 9, 11; and (except for grade 1) a cognitive abilities test (Test of Cognitive Skills, CTB/McGraw-Hill). The ISTEP program may reduce or replace local achievement testing programs.

Assessment through ISTEP occurs in early March as mandated, requiring four to eight hours, depending upon grade level. State-supplied tests are administered by local schools during a period of time determined by the State Board of Education. Results of the testing will be returned in six weeks and will include names of students who qualify for remediation. A state achievement standard set by the State Board of Education will determine a student's remediation eligibility. (Writing sample results will be returned about two weeks later.)

Upon administration of ISTEP school districts will be required to prepare tests for courier pick-up. Results will be returned to schools by previously announced delivery dates.

Remediation for students who fall below the state achievement standard is required. Students who are remediated are retested to determine improvement in mathematics and English/language arts. A student's status for promotion or retention is determined by this retest procedure. A waiver process which may be applied to remediation or retention decisions is also built into the program to provide local schools with flexibility to meet individual student needs.

To the degree possible, the Department of Education will provide workshops to assist in the interpretation of ISTEP results. The school corporation is responsible for translating and promptly notifying the student and the student's parent(s) or guardian of these results. However, no individual student's scores may be disclosed to the public.

The school corporation is responsible for compiling aggregate statistics that permit assessment of learning progress within the corporation. The corporation must make this information available for public inspection. Similar information on a school-by-school basis must be made available to the Department of Education upon request.

CHAPTER II

Administering the ISTEP Battery

2.1 Students to be Administered the Test

School students in grades 1, 2, 3, 6, 8, 9, and 11 who are eligible to receive classroom instruction in English/language arts and mathematics are required to take the test. There are special student populations, however, whose unique status tempers their relationship to the testing program. These special classifications and their relationship to ISTEP are as follows:

2.11 Special Education

Students "fully mainstreamed" in English/language arts and mathematics must participate in the ISTEP program. (See Chapter I, section 1.22). Students not mainstreamed in English/language arts and mathematics may participate in ISTEP at the discretion of the case conference committee. Such participation must be documented on the student's IEP as defined under 511 IAC 7-1-1 (M). Results can be utilized for diagnostic purposes only, and cannot be used to qualify such students for state supported summer remediation or learning-based promotion under the A+ Program (P.L. 390).

2.12 Nonpublic School Populations

Nonpublic school students are not affected by the achievement standards and promotion provisions of P.L. 390. They are not eligible for ISTEP remediation required of public school students who do not meet state achievement standards. Thus they are not affected by promotion decisions based on retest scores following remediation. (Nonpublic school students may, however, participate in regular summer programs provided by public schools.)

Nonpublic schools who wish to be accredited under the new provisions for accreditation (511 IAC 5-2-6) must administer ISTEP at their own expense; acquire scoring reports similar to the ISTEP reports used by the Department of Education; and make available to the Department the results of ISTEP. In addition, nonpublic schools seeking accreditation will need to submit to the Department information on student attendance and graduation rates. The Department, in turn, will determine and publish the level of performance expected for each school in light of socioeconomic factors and resources available to the school. It will also publish the factors utilized to determine expectations.

Home School students, or students being instructed by a parent and not enrolled in a public institution, are ineligible for ISTEP testing, as they are not subject to the mandatory remediation and retention provisions of P.L. 390.

2.13 Chapter I Students

Chapter I students are regular classroom students and, therefore, held to all of the provisions for regular classroom students.

2.14 Department of Corrections and Department of Health Students

Students of these schools are subject to the same provisions as students in nonpublic schools. That is, should their school seek state accreditation, the same testing arrangements must be made. (See Section 2.12 above.)

2.15 Transition and Readiness Classes

These classes enroll students not deemed ready for a particular grade. For example, K-1 transition students are not considered ready for the first grade. Thus K-1 transition students will not be considered first graders for purposes of ISTEP, remediation and learning-based promotion. If the teacher believes that some K-1 students are capable of moving on to the second grade, those students must take the first grade test with the regular first grade students.

Other transition levels, 1-2, 2-3, and 3-4, must be administered ISTEP as follows:

1-2, 2-3, and 3-4 transition students must be given the lower level test, unless it has been determined that the student is ready for promotion to a higher grade level. For example, a 1-2 transition student will be administered level 1 ISTEP unless it is determined the student is ready for grade 3, in which case the level 2 ISTEP should be administered. Grade 3-4 transition students, of course, can only be tested with level 3 ISTEP, as no level 4 exam exists.

2.16 Home-Bound Students

Students who are regularly enrolled in a public school, but are unable to attend physically, and receive schooling through tutoring in their homes, are considered members of the regular student population. These students are subject to ISTEP testing under the same constraints as the general student population. Should special adaptations be required, see section 1.23 of this manual. If the home-bound student is also a special education student, see section 1.22.

2.17 Limited English Proficiency (LEP Students)

A student whose primary language is not English may be exempt from participation in ISTEP under the following conditions:

1. The student reads at least two years below grade level, or

2. Has limited proficiency as evidenced by

   (a) inability to understand, speak, read or write English, but may know a few words or expressions;

(b) understands slowly spoken simple sentences, but speaks only isolated words or expressions;

(c) speaks with hesitancy, understands with difficulty, barely converses, understands only parts of some lessons, cannot understand and follow simple directions, cannot write without fundamental error.

The principal must document the LEP student's exemption from ISTEP testing in the student's permanent record.

2.2 Receiving and Storing Test Materials

2.21 Test Materials

Appendix A contains a list of ISTEP materials that will be sent to district offices during the first two weeks of February.

2.22 Arrival of Materials

The number of tests sent to the district is based on the number of students reported enrolled in each grade level tested. Each fall, the Center for School Assessment will have to rely on a special enrollment survey to determine enrollment for the current academic year.

2.23 Test Security

ISTEP documents must be kept secure when not in use by teachers and students. The district's test contact person(s) should assume responsibility for the security of all test materials and thereby prevent the unauthorized circulation of copies of the tests. Local school officials must assume responsibility for ISTEP and exercise the same vigilance they do over local testing program materials.

Strict inventory keeping is the best method for maintaining test security. Testing coordinators should inventory test materials immediately upon their arrival from the test vendor. When possible or practical, the numbering of tests may be helpful. Individuals responsible for administering ISTEP to students should be thoroughly familiar with the tests and the procedures to be followed in the actual testing. To bring about this familiarization, testing coordinators should distribute tests and appropriate manuals in a group setting. At the end of the orientation session(s), tests and related materials should be recollected and secured. When the testing period is over all test materials should be returned to the test contact person, accounted for, and then appropriately destroyed.

2.3 ISTEP Calendar of Events for 1987-88

All components of the ISTEP battery must be administered to students in grades 1, 2, 3, 6, 8, 9, and 11 between the dates of March 1 and 11, inclusive. School districts are urged to complete testing during the week of March 1 to March 4, preferably

during the morning. March 7 through March 11 can be used to schedule make-up sessions for students who do not take all or part of the test during the week of March 1 through 4.

Public Law 390 dictates that the State Board of Education shall set the date on which the statewide testing is administered in each school corporation. The state superintendent shall develop an ISTEP program testing schedule in which each student must be tested. For 1987-88 all testing must be completed by March 11. There are no provisions for exceptions; consequently, districts may not alter the designated testing dates. Testing activities should occur according to the dates designated below:

	No sooner than:	No later than:
Testing	March 1	March 11
Tests ready for pickup by courier service		March 14
Test pickup	March 14	March 18
Arrival at scoring service		March 28
Machine scorable results shipped - local & state	April 22	April 26
Spread sheets, district results, Remediation Summary Report shipped		May 5
Writing evaluations shipped	May 12	May 16

2.4 Administering the Test

Each component of the ISTEP battery should be administered according to the directions provided in the examiner's manual(s) and in the order listed in the test coordinator's manual, unless otherwise noted in the student's IEP. Consult the appropriate examiner's manual for specific suggestions on administering ISTEP. Specific sessions, instruction times, and student testing (working) times are located in Table 2 of the examiner's manual. Unless noted in the student's IEP, all other instructions in the manual must be followed. See Appendix B for suggestions regarding an effective testing environment.

2.42 Time to Take Test

The time needed to administer ISTEP is contained in the examiner's manual, along with detailed directions for giving the tests. For planning purposes, see the following table, which contains approximate testing times.

TABLE 1

ESTIMATED TESTING TIMES
IN MINUTES

Grade	1	2	3	6	8	9	11
Session 1:							
Practice	20	20	20	20	20	20	20
Data Gathering				20	20	20	20
Language Arts Part 1	66	111	115	102	102	102	102
Total Session Time	86	131	135	142	142	142	142
Session 2:							
Language Arts Part 2	76	102	110	94	111	94	111
Math	58	71	84	112	115	112	109
Study Skills				27	27	27	27
Total Session Time	134	173	194	233	253	233	247
Session 3:							
TCS	0	52	58	58	58	58	58
Writing	0	0	30	35	40	45	50
Total Session Time	0	52	88	93	98	103	108
Total Testing time							
minutes:	220	356	417	468	493	478	497
hours:	3.6	5.9	7.0	7.8	8.2	8.0	8.3

Please note that all times are listed in total minutes required for testing. These include administration time (which includes breaks). These are maximum times. Actual testing times may vary depending upon the time students require to complete the test.

CHAPTER III

Description of the ISTEP Battery

3.1 Components of the ISTEP Battery

ISTEP consists of four conceptual components: a norm referenced standardized test, a proficiency-based criterion-referenced test, a test of cognitive abilities (except in grade 1) and a writing sample (except in grades 1 and 2). In actual physical terms, the test battery is presented as two documents, which integrate these conceptual components.

Subject specific testing will emphasize:

a. English/language arts

1) Reading/literature, including inferential and critical reading comprehension;

2) Writing for a variety of audiences and purposes. (Writing samples will be collected for grades 3, 6, 8, 9, and 11.)

3) Language expression and mechanics;

4) Information gathering and analysis (study skills).

b. Mathematics

1) Problem solving by applying mathematical skills;

2) Computing, estimating, and interpreting answers;

c. Social Studies (1988-89 school year)

1) Inquiry and critical thinking skills within the context of social studies disciplines;

2) Civic decision-making and participation skills.

d. Science (1988-89 school year)

1) Process skills common to life sciences, physical sciences, earth and space sciences;

2) "Real-life" problem-solving applications.

The standardized test included in ISTEP is the California Achievement Test, Form E (CTB/McGraw Hill, 1986). Not all content currently included in the State Curriculum Proficiency Guide is addressed by the test. Supplemental test items based upon these

proficiencies have been added to the test to provide a closer fit with state curriculum guidelines.

The following steps have been taken to help ensure as close a match as possible between ISTEP and the proficiencies:

a. Supplemental items custom-designed to address the proficiencies have been added to the nationally-normed standardized test in language arts and mathematics.

b. The science and social studies portions of the standardized test will be replaced with tests based directly on the proficiencies (1988-89 school year).

c. In grades 3 and above, a writing sample will be administered to every student taking ISTEP.

d. A state achievement standard score will be based on items selected from the standardized test and the supplements. The standard will be used to determine grade level mastery and will reflect those skills deemed essential for success in the next grade.

As schools provide feedback on the usefulness of the proficiencies and as the demand for process-oriented tests increases, ISTEP will improve on its ability to assess student performance in these areas.

ISTEP will include a separate measure of cognitive ability, The Test of Cognitive Skills (CTB/McGraw-Hill, 1891), for grades 2, 3, 6, 8, 9 and 11.

ISTEP may replace or reduce the need for local achievement testing programs. The stated purposes include the assessment of general, statewide achievement. The scoring reports which will be generated will provide school districts with achievement data. Consequently, if this information meets local needs, a corporation could, if it wished, opt to use the state testing program in place of its local achievement testing program. In any case, decisions regarding this or any other aspect of local testing programs would be made at the local level.

Table 2 outlines the components of ISTEP and its schedule for pilot studies and implementation.

Table 2 --- ISTEP Overall Implementation Plan

Grades	Subjects*	Tests	School Years			
			Pilot Studies		Implementation	
			86-87	87-88	87-88	88-89
1	LA-W, MA	ST, SUP-24	X	___	X	X
2	LA-W, MA	ST, SUP-24	X	___	X	X
	AP	CST	X	___	X	X
3	LA/W, MA	ST, SUP-24	X	___	X	X
	AP	CST	X	___	X	X
	SCI, SS	ST	X	___	___	___
		SUP-48	___	X	___	X
6	LA/W, MA	ST, SUP-24	X	___	X	X
	AP	CST	X	___	X	X
	SC	SSC	X	___	___	___
	SCI, SS	ST	X	___	___	___
		SUP-48	___	X	___	X
8	LA/W, MA	ST, SUP-24	X	___	X	X
	AP	CST	X	___	X	X
	SC	SSC	X	___	___	___
	SCI, SS	ST	X	___	___	___
		SUP-48	___	X	___	X
9	LA/W, MA	ST, SUP-24	X	___	X	X
	SC	SSC	X	___	___	___
	AP	CST	X	___	X	X
	SCI, SS	ST	X	___	___	___
11	LA/W, MA	ST, SUP-24	X	___	X	X
	SC	SSC	X	___	___	___
	AP	CST	X	___	X	X
	SCI, SS	ST	X	___	___	___
		SUP-48	___	X	___	X

*Definitions of abbreviations:

1. LA-W = Language Arts without a writing sample.
2. LA/W = Language Arts with a writing sample.
3. SCI = Science; SS = Social Studies; MA = Mathematics; ST = Standardized Test.
4. AP = Aptitude, or cognitive abilities; CST = Cognitive Skills Test.
5. SUP-24 = Supplement test of up to 24 items shared by LA and MA.
6. SUP-48 = Supplement test of up to 48 items shared by SCI and SS.
7. SC = School climate, student perception of.
8. SSC = Survey of School Climate.

3.2 Description of the Language Arts Portion of ISTEP

The Language Arts portion of ISTEP consists of three major components: standardized test, supplement, and writing sample (at Grade 3 and above). The relationship between the components of ISTEP and the proficiency statements in the English/Language Arts Proficiency Guide is outlined in Appendix G.

3.21 Standardized Test

The California Achievement Test, Form E (CAT-E) includes the following language arts subtests at the grade levels being tested:

Grade 1, Level 11: Word Analysis, Vocabulary, Comprehension, Language Expression

Grade 2, Level 12: Word Analysis, Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression

Grade 3, Level 13: Word Analysis, Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression

Grade 6, Level 16: Word Analysis, Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression, Study Skills

Grade 8, Level 18: Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression, Study Skills

Grade 9, Level 19: Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression, Study Skills

Grade 11, Level 20: Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression, Study Skills

The content of each of these subtests is described in detail in Appendix G together with additional information regarding the Language Arts portion of ISTEP.

3.23 Language Arts Supplement

A language arts supplement of up to fifteen items is included at some grade levels to provide more complete coverage of the English/language arts proficiency statements. The topics included on the supplement at each grade level are detailed below. Sample items are provided in Appendix G. (Please note: The sample items are not actual pilot-tested items for a given grade level. They are provided to illustrate how the concept will be tested.)

Grade 1 Supplement (11 items):

o Reading skills applied to everyday life--interpreting signs and symbols

o Recognizing and adapting language use--recognizing how language is used to influence others

Grade 2 Supplement (12 items):

o Reading skills applied to everyday life--interpreting signs and symbols

o Thinking critically and reflectively--distinguishing reality from fantasy

o Recognizing and adapting language use--recognizing how language is used to influence

Grade 3 Supplement (18 items)*

o Reading skills used to gather and analyze information--locate and use parts of books

o Reading skills applied to everyday life--interpreting labels

o Recognizing and adapting language use--recognize how language is used to influence

*Please Note: The items on the Grade 3 Supplement will be pilot tested only in 1987-88. They are planned for use as part of the criterion-referenced portion of the test in ensuing years.

Grade 6: No Language Arts Supplement

Grade 8 Supplement (9 items)

o Developing strategies for making independent evaluations of literary works--recognizing features of genres and recurring conventions of literary works

o Recognizing and adapting language use--understanding how language is used to influence others

Grade 9: No Language Arts Supplement

Grade 11 Supplement (10 items)

o Developing strategies for making independent critical evaluations of literary works--recognizing features of genres and recurring conventions in literary works

3.24 Writing Sample

A writing sample, to be found at the conclusion of the Aptitude Test, will be included in ISTEP at grades 3, 6, 8, 9, and 11. A writing sample is a whole piece of writing or composition, written in response to an assignment, or "prompt." A prompt is a stimulus for writing which has been designed and pilot-tested to elicit a specific type of writing at each grade. Each ISTEP writing prompt briefly specifies a situation, purpose, and audience for writing. Because the ISTEP writing samples are part of a standardized testing program, they must be produced under standardized conditions (i.e., times, impromptu writing on one specified topic with no use of outside resources, such as dictionaries or teacher assistance).

Types of Writing

Writing required on the ISTEP writing sample falls into one of three categories:

* Expressive Writing -- Grade 3
* Informative Writing (Expository Writing)--Grades 6 and 8
* Persuasive Writing -- Grades 9 and 11

Grade 3: Expressive Writing

The third grade prompt is designed to elicit an expressive response from the students, either in the form of a personal experience or description. Expressive writing focuses primarily on the thoughts, feelings, experiences, and perceptions of the writer.

Grades 6 and 8: Informative Writing

The writing prompts for the sixth and eighth grade writing samples are designed to elicit informative (or expository) writing, that is, writing which explains or conveys a body of information or subject matter. Informative writing prompts could include the following types of writing situations: giving directions, explaining how something works or analyzing how something is done, the causes or effects of a situation.

Grades 9 and 11: Persuasive Writing

The writing prompts for the ninth and eleventh grade writing samples are designed to elicit persuasive writing, or writing which attempts to influence or change the opinions or attitudes of the reader. Persuasive writing prompts could include the following types of writing situations: a letter to the editor of the school or local newspaper, an editorial or essay taking a stand on a school, family, state or national issue. Additional information regarding the writing sample, including sample prompts, is located in Appendix G. Information specific to the scoring of the writing sample can be found in Chapter VII.

3.3 Description of the Mathematics Portion of ISTEP

The mathematics portion of ISTEP consists of two major components: the standardized test and the supplement. The relationship between the components of ISTEP and the proficiency statements in the Mathematics Proficiency Guide is outlined in Appendix H.

3.31 Standardized Test

The standardized part of the mathematics test, the California Achievement Test, Form E, contains two subtests at each grade level: Mathematics Computation and Mathematics Concepts and Applications. A description of each of these subtests by grade follows.

Grade 1, Level 11: Mathematics Computation subtest, containing items requiring only symbol manipulations; and Mathematics Concepts and Applications subtest, requiring the application of mathematical skills and understanding to solve problems.

Grade 2, Level 12: Mathematics Computation subtest, containing items requiring only symbol manipulations; and Mathematics Concepts and Applications subtest, requiring the application of mathematical skills and understanding to solve problems.

Grade 3, Level 13: Mathematics Computation subtest, containing items requiring only symbol manipulations; and Mathematics Concepts and Applications subtest, requiring the application of mathematical skills and understanding to solve problems.

Grade 6, Level 16: Mathematics Computation subtest, containing items requiring only symbol manipulations; and Mathematics Concepts and Applications subtest, requiring the application of mathematical skills and understanding to solve problems.

Grade 8, Level 18: Mathematics Computation subtest, containing items requiring only symbol manipulations; and Mathematics Concepts and Applications subtest, requiring the application of mathematical skills and understanding to solve problems.

Grade 9, Level 19: Mathematics Computation subtest, containing items requiring only symbol manipulations; and Mathematics Concepts and Applications subtest, requiring the application of mathematical skills and understanding to solve problems.

Grade 11, Level 20: Mathematics Computation subtest, containing items requiring only symbol manipulations; and Mathematics Concepts and Applications subtest, requiring the application of mathematical skills and understanding to solve problems.

The standardized part of the mathematics test will provide national norms for comparisons of Indiana students with other students who take this test. A more complete description at each grade level is contained in Appendix H.

3.32 Mathematics Supplement

The Mathematics Supplement subtests contain selected items which cover specific proficiencies that are not included on the standardized part of the test. The topics included on the supplement at each grade level are described below. Sample items are provided in Appendix H. Please note that the sample items are not actual test items for a given grade level. They are provided only to illustrate how a concept will be tested.

Grade 1 Supplement (8 items)

o Geometry: recognize plane and solid figures.

o Data: read information from graphs.

Grade 2 Supplement (8 items)

o Fractions: identify models of fractional parts.

o Sequencing Numbers: counting up or down by twos and fives.

o Problem-Solving: solve verbal problems.

Grade 3 -- No Mathematics Supplement

Grade 6 Supplement (8 items)

o Measurement: identify appropriate units, estimates.

o Problem-Solving: solve verbal problems.

Grade 8 Supplement (15 items)

o Estimation: approximate solutions to computation problems.

o Measurement: determine appropriate units.

o Graphs: identify ordered pairs.

o Probability: determine probability of simple events.

Grade 9 Supplement (8 items)

o Linear Relationships: identify graphs of equations.

o Problem-Solving: solve verbal problems.

Grade 11 Supplement (10 items)

o **Functions: identify graphs of linear functions.**

o **Applied Problem-Solving: use mathematical concepts to solve problems.**

3.4 Description of the Test of Cognitive Skills (TCS)

The Test of Cognitive Skills (CTB/McGraw Hill, 1981) is an ability test designed to assess a student's academic aptitude. Emphasis is placed on such abilities as problem-solving, discovering relationships, remembering and evaluating. The five levels of the TCS included in the ISTEP battery and the corresponding subtests are listed below. A more comprehensive description of the TCS and the individual subtests appears in the Test of Cognitive Skills, Technical Report (CTB/McGraw Hill, 1981).

Subtests: Sequences, Analogies, Memory, and Verbal Reasoning.

Administered at: Grade 2, Level 1

Grade 3, Level 2

Grade 6, Level 3

Grade 8, Level 4

Grade 9, Level 5

Grade 11, Level 5

CHAPTER IV

Administrative Aspects of the Statewide Remedial Program

4.1 Students Eligible for Remediation

A student whose total score on the mathematics and English/language arts components of ISTEP falls below the state achievement standard will be required to attend a summer remedial program. Such participation is mandated by IC-20- 10.1-17.

Any student required to attend a summer remedial program is subject to compulsory attendance laws.

The State Board of Education has set state grade level achievement standards in mathematics and English/language arts for grades 1, 2, 3, 6, and 8. By May 5, district offices will receive alphabetized lists of students scoring below the achievement standard, and their scores. The amount of remediation funds districts will receive will be determined by the number of students scoring below the State Achievement Standard.

4.2 Waiver of Summer Remediation Requirement

4.21 Students Eligible for Remediation Waiver

The ISTEP legislation under Chapter 17, "Achievement Standards and Promotion," allows for local superintendents to grant waivers which exempt certain students from required remediation even though their scores fall below the state achievement standard. There are three conditions which may qualify a student for a remediation waiver.

1. The student's performance on the test is not indicative of his/her true achievement status.

   The recommendation for a waiver is provided to the superintendent via the student's teacher and principal, if in their professional judgment the test results do not accurately reflect the student's true achievement status. Recommendations for special education student waivers are the responsibility of the case conference committee.

2. A prior determination has been made to retain the student in the ensuing year.

   Waiver may also be based on a prior determination, indicated by the student's performance during the school year, that the student will be retained at grade level during the upcoming school year.

3. Parents provide remediation at their own expense.

   If a parent or guardian has submitted to the principal an alternative plan to be implemented at the parent's or guardian's expense, approved by the principal, the superintendent may waive the remediation requirement for a student. However the student is subject to retesting and promotion provisions of the law; further should the student's retest performance indicate the need for retention, the student is not eligible for waiver. See Appendix D for sample waiver forms.

4.22 Students Eligible for Retention Waiver

ISTEP legislation allows local superintendents to grant waivers which exempt students from retention even though their retest scores fall below the state achievement standard.

There are two conditions which may qualify a student for a retention waiver.

1. The student's retest performance is not indicative of his/her true achievement status.

   The recommendation for a waiver is provided to the superintendent by the student's remediation teacher and principal, if in their professional judgment, the retest results do not reflect the student's current achievement status. Responsibility for waiver request for special education students belongs to the case conference committee.

2. The student has been previously retained and is performing at his/her academic potential, and would not benefit from further retention. Students in transition classes, or who have participated in a transition class, may count the transition year as a year of retention.

   Determination of a student's qualification under condition 2 (above) is the responsibility of the student's remediation teacher and principal, or his/her case conference committee. The final decision rests with the local superintendent.

4.23 Number of Retentions

A student may be retained only once at a given grade level, under the provisions of P. L. 390. This does not prohibit a school from applying its own standards for promotion. If a student has been retained once for any reason and qualifies for ISTEP remediation or retention again in a later year, a second retention may be waived if the student's remediation teacher and principal state in writing that: a) the student is achieving at his/her potential, and b) it is not in his/her academic interest to be retained again.

4.24 Superintendent's Report on Waivers

The local superintendent will report annually by October 1 the disposition of waiver requests, along with explanations to the Department of Education. See Appendix C for Superintendent's Report Form.

4.3 Substitution of Students

Local districts may require students with scores above the state achievement standard to attend summer remediation in the place of students granted a waiver by the procedures described above. However, these students are not subject to retesting and promotion requirements. Transfer students are generally not eligible for state required remediation following ISTEP, since the receiving district will not have received remediation funds for such students. Students with incomplete ISTEP scores do not generate funds for remediation. However, school districts may require these students to attend summer remediation in the place of students whose remediation requirement has been waived. These students are not subject to mandatory retesting. They may be retested for diagnostic purposes. If students from another district do bring with them an ISTEP score which indicates a need for remediation, they may be substituted for students whose remediation requirement has been waived. (These students would also qualify, of course, for regular summer school remediation classes.)

Corporations who lose qualified students to transfer may use their funds for qualified students they gain from transfer. In the absence of a sufficient number of qualified students, schools still have the option to use funds to remediate students whose scores indicate that they would benefit from remediation, even though above the established standard. (As mentioned, these students are not subject to retesting or retention provisions.) Corporations who have received funds for students who later transfer, and who are unable to expend these funds by substituting, are obliged to return these unexpended funds to the Treasurer of the State of Indiana when reporting an accounting of those funds.

4.4 Funding for Remediation and Transportation

4.41 Funding Allotment and Disbursement

A school corporation initially qualifies for an ISTEP allocation based on the number of students who fall below the achievement standard score. For 1988 the Department has established three funding categories that are based on the number of students eligible for remediation.

1. A corporation having only one eligible student has an allocation of $2,500.

2. A corporation having two to ten eligible students has an allocation of $5,000

3. A corporation having more than ten eligible students has an allocation of $5,000 for the first ten students and $400 for each additional student.

The amount so determined will be for remediation and for transportation. An amount not to exceed $70 per remediation pupil may be used for transportation. Actual disbursement will be made by the department before June 30 of the year in which remediation is to occur.

4.42 Allowable Uses of Funds

Remediation funds may be used for any purpose directly associated with the remediation of eligible students (or for qualified alternate students). Such uses include, but are not limited to, salaries for teachers, instructional assistants, and support personnel; supplies, materials, postage, and equipment; and specialized testing, or other expenditures necessary for the development and administration of the program. The bulk of the money should be used to employ certified teachers rather than to purchase expensive supplies and equipment. Transportation funds shall be used to provide transportation for remediation students.

4.43 Limitation on the Use of Remediation Funds

No specific limitations exist. However, a corporation cannot substitute ISTEP funds for corporation funds to provide services normally provided by the corporation. For example, if an administrator who is on a 12 month contract is assigned the task of supervision for the remediation program, no part of that administrator's salary can be paid from ISTEP funds. But, if the administrator is on a 10 or 10.5 month contract that clearly terminates prior to the beginning of remediation, then the entire amount of that administrator's salary during the remediation program is allowable.

4.44 Return of Funds

A corporation must provide evidence that the number of students remediated is equal to the number of students who generated the remediation funds. If the number of students actually enrolling in summer remedial programs -- including those substituted for those initially identified as not meeting ISTEP achievement standards -- is fewer than the number of students generating the allocation of funds, an amount equal to the number of students not enrolled times the per pupil amount will be returned to the state.

If a school corporation operates remediation classes that contain more than 10 students, it must return the per pupil amount ($400) for each student who exceeds ten in any classroom. Any refund should be by a check payable to the Treasurer, State of Indiana.

If a corporation plans a remediation program based on the number of students certified as qualifying for remediation, enrolls an equal number of students, and hires teachers and other necessary personnel to implement that program, but finds that the number of students who actually show up for remediation is fewer than the needed number, then that corporation does not need to return funds to the state. However, the corporation should make every effort to use the compulsory attendance

requirement to ensure that all students who are enrolled actually attend the remediation program.

4.45 Limitation on the Use of Transportation Funds

Transportation funds may be used to provide transportation for students being remediated. The cost of providing the program must be calculated based on the remediation students; however, other students may also be transported. If the amount allotted for transportation exceeds the cost of providing transportation, any excess must be retained in the Transportation Fund for use during the next summer remediation program.

4.46 Claiming Transportation Allotment Amount

Following receipt of the official count of students to be remediated and the allotted funding amount, the corporation will prepare a Transportation Allotment Claim Form provided by the Department for an amount not to exceed $70 per remediation student. This claim will be submitted to the Division of School Finance on or before the specified date. When the check for ISTEP Remediation is received by the corporation the accompanying check insert will specify the amount to be credited to the Transportation Fund.

4.47 Supplementing Remediation Funds

A corporation may provide remediation by placing students in programs that are partially funded from other sources such as Chapter 1 programs, locally funded programs, or regular state funded programs. However, funds from more than one source cannot be used to provide duplicate services for the same student or students. Chapter 1 funds and local funds may be used to provide services beyond the basic program provided by the remedial program. Students receiving ISTEP remediation funding should be excluded from the regular summer school funding count. However, regular summer school students who are instructed in ISTEP classes may be counted for summer school reimbursement according to the summer school rules.

4.48 Accounting for Remediation and Transportation Funds

That portion of remediation funds that is specifically for remediation must be deposited in the General Fund in Account Number 3199. That portion that is specifically for transportation must be deposited in the Transportation Fund in Account Number 3121. Remediation funds cannot be spent without appropriation, nor can they be maintained in a separate fund. However, corporations may track funds locally to the extent they feel necessary and appropriate. Expenditures should be made from the appropriate fund with the appropriate object number. If a corporation joins with one or more corporations to provide a joint remediation program, one of the corporations may be designated as the disbursing agent. If refunds must be made to the state, they should be disbursed from the appropriate fund in Account Number 25291 and a 600 Object Number.

4.5 Retesting Dates

Upon completion of remediation, eligible students will be retested using the ISTEP achievement component. The following schedule for remediation and retesting must be followed:

Events	No later than:
Complete 80 hours of remediation classes, including retest	July 15
Retest materials ready for courier pickup	July 18
Retest results received by districts	August 12

4.6 Transfer Students

Transfer students also raise questions about the application of promotion/retention provisions of P.L. 390. SECTION 25, Chapter 17, calls for the retention in grade level of students who do not meet state achievement standards following remediation on ISTEP retest. Students who are deemed eligible for remediation, but who move out of the district before remediation can be offered, will be ineligible for ISTEP-funded remediation in the receiving district. (Such students might be substituted for students who have received waivers.) In any event, the receiving district will not be held to promotion sanctions (losing per pupil funding for that student the coming year) should the district decide to promote such students. When a district receives transfer students who scored below the ISTEP state achievement standard, the district should:

a) Consider placing them in the ISTEP-funded, required summer remediation should a slot become available due to waivers; or

b) If no slot is available, consider placing them in regular summer school remediation; or

3) If the students elect not to attend regular summer remediation, and therefore have no ISTEP retest scores, the original ISTEP scores should be considered, along with classroom performance, teacher judgment, and the fact that they declined regular summer remediation, when making decisions about promotion.

CHAPTER V

ISTEP Summer Programs

5.1 Overview

As required by IC 20-10.1-16 and 17, students who score below the state achievement standard prescribed by the State Board of Education are eligible for ISTEP remedial programs designed by local school corporations to meet the needs of identified students. ISTEP remedial programs are funded for the summer and may take place only then.

School districts should begin remediation as early as possible after the end of the regular school year. Districts shall provide a minimum of 80 hours of instructional time for their remedial programs. Districts are encouraged to exceed this minimum.

5.2 Planning a Remedial Program

In planning a remedial program, schools have three general choices. Each corporation will receive sufficient funds to hire full-time professionals responsible for the remediation of small groups of students - no more than ten, fewer if possible. A designated task group should meet to select the most appropriate strategy from the three outlined below. Guidelines for summer programs, named Extended Learning Programs, begin on page 29.

5.21 Design a New Remedial Program

New remedial programs can be developed for summer school to help identified students strengthen their skills and overcome their deficiencies. Such programs should be planned with careful consideration of the latest research on how students learn language arts and mathematics and the recent efforts that have demonstrated success.

5.22 Combine with Existing Special and Summer School Programs

Remedial programs for the summer can be combined with Chapter I summer programs if they exist, or locally funded language arts, and/or mathematics summer school programs. (See Section 4.47 for additional information regarding Chapter I remedial program requirements.) In cases where remedial programs are combined, the needs of the students as identified by the ISTEP program should be met. Funds from more than one source cannot be used to provide duplicate services for the same student.

5.23 Develop Summer School Cooperatives

Districts sharing common boundaries and having small numbers of students identified for remediation can form a cooperative summer school program and serve students in a central location using combined remediation funds.

5.3 Summer Program Guidelines

The following pages, printed separately to allow for ease of duplication, present guidelines for schools to follow in establishing ISTEP summer programs.

Extended Learning Program*

The Extended Learning Program presents a heavy responsibility for Indiana schools, who must provide additional instructional time to students to help them acquire the skills necessary for success at the next grade level. Local school corporations must build programs which reflect needs established by students in testing. These programs should stress the following concepts: identification, diagnosis, individualized remediation planning, (including materials selection and instructional modality), training for remedial staff, and remediation evaluation. The following summer program guidelines represent the Department of Education's interpretation of the administrative and curricular intent of P.L. 390.

Administrative Guidelines

These particular administrative guidelines are included because of their impact on curricular planning.

1. **Instructional time.** Schools must provide a minimum of 80 hours instruction (this may include testing time). However, schools are not limited to 80 hours. Longer programs may be provided (although retesting must occur by July 15).

2. **Student-teacher ratio.** Classes may be no larger than 10 students per qualified teacher. Classes may not be combined into groups which defeat the purpose of the ratio (e.g. one group of twenty students, taught by two teachers). Every effort must be made to provide each student a maximum amount of individualized attention.

3. **Staffing.** Summer program teachers must be licensed in an area that relates to the remediation. However, it should not be interpreted as giving "carte blanche" in teacher assignment. Schools should assure that appropriately qualified teachers are assigned to summer program duties.

Curricular Guidelines

Extended Learning Programs should exhibit the following characteristics:

1. **Summer instruction for ISTEP students should be individualized to the maximum extent allowable by the resources made available to the school.**

   The required student-teacher ratio of 10:1 provides schools with the opportunity to maximize individualized instruction. Where possible, schools should attempt to reduce the ratio even more in order to increase the amount of time available for each student.

2. **ISTEP achievement test scores should form the basis for preparing individual student remediation plans.**

   The student's individual achievement profile should provide the instructional focus for the student's remediation. ISTEP testing results will provide a beginning for individual diagnostic planning. Schools should utilize other resources available.

* Extended Learning Program refers to the ISTEP summer remediation as mentioned in P. L. 390.

to them to increase the scope of diagnostic information on those students identified for remediation.

Students will be retested only on the achievement portion of ISTEP, which includes Math and Reading/Language Arts. However, some students may be weak in only one area. The focus of instruction for such students should be on student's greatest need.

3. **Schools should provide ISTEP summer students with materials appropriate for remedial instruction, and different from those materials used in "regular" class instruction.**

   ISTEP funding provides ample resources to purchase materials necessary for remediation. Every effort should be made to provide material appropriate to each student's needs. In selecting materials and resources for the program, the final choice should support the objectives of the program. Use of computer software, textbooks, manipulatives, and supplementary materials should reinforce the stated objectives. The availability of community resources should be a consideration as a supplement to the program. Instructional assistants and tutors might be recruited from the community to provide individualized or specialized instruction.

4. **ISTEP instructional strategies should reflect a significant departure from that of the classroom in which a student's lowered achievement occurred.**

   Virtually all research on remediation states clearly that "more of the same" will produce poor results in remediation. Students should be provided with instructional techniques and materials which differ from those which were involved in the student's initial low achievement. To be sure, some forms of "regular" classroom instruction may be effective in remedial settings, if students are given plenty of individual help, but schools should take care to insure that whatever strategy is chosen, it provides students with a different opportunity to succeed. Schools have the opportunity to mix class levels. A combination of class levels could enhance learning.

5. **Extended Learning Programs should include a component addressing self-esteem and self-concept.**

   Every effort must be made by summer instructors to build or maintain self-esteem in children and to discourage the stigmatization that parents, peers and even teachers sometimes project. This may not be an easy task, but the effort is absolutely necessary. Students must be given opportunities to prove to themselves that they can learn. The Department of Education can provide resources in this area.

6. **ISTEP summer program students should have an individualized report prepared concerning their remediation and retesting results, and this report will be forwarded to the receiving instructor in the fall.**

   Student progress reports should be completed by the Extended Learning teacher and sent to the student's regular classroom teacher. (The report should indicate the specific skills in which the student has shown improvement and those skills which need additional emphasis. The follow-up activities by the regular classroom teacher

becomes the extension of ISTEP remediation and enhances the progress students made in the summer.)

This issue of retesting must be met squarely. Simply coaching the student to pass the retest makes a mockery of the entire remediation effort and essentially cheats the child. In addition, "coaching" on the basis of recall simply does not work with low achieving students. The child's best preparation for the retest is a legitimate and concerted focus by teachers on the child's skill and and knowledge areas which are deficient. This must be done in ways which move past simple recall, and emphasize true understanding. The Department of Education has prepared model programs as resources to help Indiana schools establish remedial programs. These models are available in printed form and will be demonstrated in workshops throughout the state.

7. **Wherever possible, parents should be involved in the school's remediation planning and implementation.**

Research in remediation and retention points out that children whose parents support the school's efforts are generally more successful than children whose parents do not. ISTEP remediation teachers should enlist the aid of parents wherever possible, in providing support and assistance to remediated students. Parents can be very helpful in attitudinal formation especially when they demonstrate their approval by working enthusiastically with their children at home.

CHAPTER VI

The State Achievement Standard: Technical Aspects of ISTEP

[The technical aspects of testing are often poorly understood, even among those who are assumed to know. For this reason, we include the following material to aid those who are called upon to explain such issues as referencing, reliability, and validity to others. We have simplified much, but we offer this text in the hope that it will promote a better basic understanding of the ISTEP assessment process.]

6.1 Test Score Referencing: A Question of Meaning

Children today are constantly exposed to testing situations. From classroom "pop-quizzes" to licensure and other employment examinations, the average student takes hundreds of tests during an academic career. If testing is to be more than an academic exercise, it is important that the results of such examinations be relevant; it is important that they have **meaning**. Despite the heavy reliance on testing in education, it is important to understand that a test score by itself has absolutely no meaning whatsoever. Consider the following statement: Johnny received a score of 19 on his last spelling test. What does this tell us? How many words was Johnny asked to spell? How difficult were the words on the test? How much time did he have to study? How well did other students of Johnny's age do on the test? What does Johnny's teacher consider to be a passing score? In the absence of such information, Johnny's score tells us nothing. In testing jargon, for a score to derive meaning, it must be referenced against some outside criterion agreed to and understood by those who are to interpret the results.

6.11 Norm-referencing: A Comparison to Others

Almost everyone is familiar with norm-referenced, standardized achievement tests. Such examinations are said to be standardized because they are given under similar (theoretically identical) conditions to all examinees. They are norm-referenced because they use as "meaning criteria" the performance of other examinees (generally called the norm or norming group). As such, these tests yield scores in metrics such as grade equivalents, stanines, normal curve equivalents, or percentile ranks. If Johnny's score of 19 was obtained on a nationally normed spelling test, it could be given meaning by converting it to a grade equivalent of, for example, 4.0. This would mean that Johnny's performance was equivalent to the average performance of beginning fourth graders across the country. Alternatively, the score could be reported as placing Johnny in the 65th percentile. This, of course, would indicate Johnny's spelling ability (as measured by this test) group. In any case, the raw score of 19 is given meaning

by referencing it to the performance of others. By doing so, the test gives information about how well Johnny spells in relation to his peers. It does not, however, give us any information about what words Johnny can or cannot spell. To gain this knowledge, more information is needed.

6.12 Criterion-referencing: A Comparison to an Educational Criterion

In contrast to norm-referenced tests, criterion-referenced tests seek to yield information about what a particular child can or cannot do within a given learning domain. Once such a domain (or area of learning) has been defined, items can be written and selected in such a way that scores take on meaning in terms of relative mastery of a particular subject matter. When used to make simple mastery/non-mastery decisions, the distinction between norm- and criterion-referencing sharpens. The hypothetical norm-referenced spelling test discussed above answers one of our original questions: How well did other children of Johnny's age do on the same test? If criterion-referenced, Johnny's score takes on meaning through determining the answer to another of our original questions: What does Johnny's teacher (or other authority) consider to be a passing score (i.e., has Johnny mastered the skill tested)?

6.13 Referencing ISTEP: Multiple Meanings

The many purposes of the ISTEP testing program are listed in Chapter I of this manual. Some, however, are worth noting again here: a) to compare the achievement of students in Indiana to achievement of students on a national basis, b) to identify students who may need remediation, and c) to diagnose individual student needs. The first of these purposes calls for a comparison of student achievement in Indiana to a national group, and clearly requires scores norm-referenced against a representative national population. The latter two purposes require information about individual students and their respective abilities in various subject areas. In order to decide who might benefit from a remedial experience and in what areas such remediation should take place, educators need information about what a student can or cannot do in important learning domains. In short, these purposes call for criterion-referenced information.

6.2 Test Construction

In order to satisfy the many purposes of the ISTEP testing program, the California Achievement Test, Form E (a nationally normed achievement examination) was selected as a base to be supplemented by items designed to provide maximum curricular fit and return useful criterion-referenced information. Department of Education curriculum consultants worked with educational representatives across the state to accomplish a number of important tasks. Paramount among these were an examination of the match between the California Achievement Test and the Indiana Curriculum Proficiency Guide, determination of the necessity for additional supplementary items, selection of appropriate additional items, and the determination of those skills (i.e., achievement indicators) essential for children in grades 1, 2, 3, 6, and 8 to master before being promoted to the next

grade level. These expert committees then determined what test items were reflective of these skills and assisted the Department in recommending realistic state achievement standards to be used to identify students in need of remedial experiences. Through these efforts, the ISTEP achievement component became in actuality two different tests: a norm-referenced examination made up of the California Achievement Test to be used for national comparisons and a smaller criterion-referenced test designed to measure student mastery of essential skills necessary for success at the next grade level. The latter test consists of selected items from CAT and virtually all of the supplementary items. In order to keep the "criterion-referenced" decisions consistent from year to year, only Form E of the CAT will be used over the two years of the 1987-89 biennium.

6.3 Test Reliability and Validity

In order for a test to be useful, it must be both reliable and valid. Although almost no one would disagree with this statement, some (sometimes even serious) confusion exists among the users and interpreters of test information about what these terms mean. This state of affairs is in some part due to legitimate psychometric concerns and complexity, but is also due to the indiscriminate use of jargon by testing experts. In the brief discussion to follow, mathematic and philosophic concerns will give way to oversimplification.

6.31 Reliability: A Question of Accuracy

One way to view test reliability is through the common sense notion of accuracy. Consider a trip odometer mounted to a bicycle. If one rides the bike over the exact route several times and obtains a consistent reading of 5.5 miles, for example, then the odometer can reasonably be assumed to be accurate. In other words, it is reliable. In like manner, a test administered over and over to the same student (assuming no learning has taken place in between testings) should produce similar (although we know not identical) scores. This is an example of classic test-retest reliability. Reliability can, of course, be demonstrated in other ways. Giving the examinee two halves of a test with the items selected at random and comparing scores is another favorite (Kuder-Richardson formula 20 is a statistical take-off on this notion). In any case, reliability can be justifiably seen as a measure of accuracy, and our odometer analogy holds up fairly well.

6.32 Validity: What's Being Measured?

If reliability is concerned with the accuracy of scores, validity is concerned with their accurate interpretation. Returning to our bicycle odometer, what could be concluded if we drove the same route in an automobile and obtained a mileage reading of 10.8 miles? If we believe our car odometer, we could conclude that the bicycle odometer was measuring something accurately; but not mileage.

This example demonstrates two important points. First, validity asks the question, "Just what is being measured?" Second, something can be reliable without being valid. A third (and essential) point should be made. If one is not concerned with how far the bicycle is ridden in miles, but perhaps how far he rode

today in relation to yesterday, the bike odometer may still be considered valid for that use. Questions of validity must always be preceded by a more important question of purpose. Things, including tests, can only be valid for some intended purpose. There is no such thing as general validity.

6.33 Norm-referenced Interpretations

The California Achievement Test, which provides the principal component of ISTEP dedicated to the development of normative data, is an instrument of broad use which has been subjected to rigorous reliability and validity study. For further information about these issues as related to the CAT, interested individuals should consult the CAT E and F Technical Bulletin 2, (1986) CTB/ McGraw-Hill.

6.34 Criterion-referenced Interpretations

Results of the criterion-referenced "achievement indicator" test are used to diagnose individual student strengths and weaknesses, as well as to identify students qualifying for mandatory remediation and achievement-based promotion in grades 1, 2, 3, 6, and 8. Such uses of testing information necessitated validation studies to ensure the accuracy of individual placement decisions. The DOE Achievement Standards and Promotion task force, with the assistance of CTB/McGraw-Hill, conducted two such studies. The first study, termed the "Angoff validation," utilized the collective judgement of 27 Indiana classroom teachers nominated by their administrators and peers as "master teachers." The second study, a "contrasting groups" procedure, used data collected from 667 teachers who were asked to rate the level of skills and knowledge of over 14,000 students. The results of these studies enabled the department to recommend educationally sound achievement standards to the Board of Education in January of 1988. Complete explanations of both studies, as well as the achievement standards adopted by the Board on February 4, 1988, are contained in the following section.

6.4 Validation of the State Achievement Standards for Remediation and Achievement-based Promotion

The Achievement Standards and Promotion Chapter of P.L. 390 requires the State Board of Education to establish achievement standards in English/language arts and mathematics to be used to determine student eligibility for mandatory summer school and to arrive at decisions regarding promotion to the next grade. These standards (to paraphrase the law) are to be based on ISTEP results that take into account a determination of the skills and knowledge base expected of students at grades 1, 2, 3, 6, and 8.

Remember that the achievement indicator portion of the ISTEP achievement battery is composed of questions measuring those skills and knowledge considered by curriculum experts to be essential for students to master before promotion (see section 6.2, above). It is logical, therefore, that the state achievement standards be based upon this criterion-referenced portion of the ISTEP testing program.

Since the state achievement standards for each grade level were to be used to make decisions regarding the future academic experiences of students, the DOE conducted two decision validity studies to determine optimal "passing scores" on the achievement indicator test. These studies were designed to maximize agreement between educational experts in the field and test results. In both the Angoff and contrasting groups studies, the opinions of practicing Indiana classroom teachers were used as the criterion by which the achievement standards were validated.

6.41 The Angoff Validation

The Angoff procedure is a straightforward approach to determining a score on an examination which best discriminates between students who have and have not mastered the skills measured by the test. In brief, teachers reach a consensus opinion of a "borderline" student (i.e., a student who has just mastered enough of the necessary skills to continue his or her education without remedial assistance). With this student in mind, the teachers then scrutinize the test in question item by item and reach consensus upon an index of difficulty for each question. When all items are rated, a total assessment of the test's difficulty is computed through an averaging technique. This yields an estimate of the total score likely to be obtained by a child who should just barely pass. Any score below this "standard" is seen as indicating the need for additional instruction.

The Angoff validation of the achievement indicator test involved 27 Indiana master teachers. Three groups of nine teachers each examined the achievement indicator items for primary grades language arts and math, middle school language arts, and middle school mathematics, respectively. Despite a concentrated effort, all three groups arrived at overall difficulty ratings that were significantly out of line with empirically determined values and yielded "passing scores" well below acceptable levels. For this reason, the Angoff study results were not employed by the department's Achievement Standards and Promotion (ASAP) task force in the standard setting process.

6.42 The Contrasting Groups Validation

This empirical procedure requires the formation of groups of students who have mastered a set of skills and those who have not. Actual test scores of these "contrasting groups" are then statistically analyzed to derive a passing score which best discriminates between those who clearly possess necessary skills and knowledge and those who do not.

In order to form two such student groups, the ASAP task force surveyed over 700 teachers whose students had participated in the ISTEP pilot tests in the spring of 1987. These teachers represented a cross section of the state and were from schools composed of students representative of Indiana demographics. Teachers were mailed a class list of their 1987 students and were asked to rate each child in terms of mastery of the essential language arts and/or mathematics curriculum. Those skills and knowledge considered essential were explained in the directions to help ensure uniformity in teachers' decision making processes.

A response rate of 91 percent allowed the ASAP task force to analyze information from 667 teachers who rated over 14,000 students. Those students judged by their teachers to have mastered the essential knowledge and skills in both language arts and mathematics were used to form a "mastery" group. Those children seen as not possessing the necessary knowledge and skills in both subject domains formed the "non-master" group. In keeping with standard methodology, students who could not be clearly classified were excluded from further analyses.

A determination was first made (through standard analysis of variance) that the mastery and non-mastery groups did in fact obtain average scores which were significantly different on the achievement indicators test, with masters scoring higher at each grade level. Then, using a statistical procedure known as discriminant analysis, test scores were used to classify students and to determine the achievement standard (or passing score) maximizing test/teacher agreement.

The results of the study were encouraging: the analysis indicated a high degree of agreement between Indiana teachers and the ISTEP achievement indicators test to identify students who had attained mastery of essential skills. There was less agreement in the identification of non-masters, several of which, although rated as non-masters by their teachers, achieved passing scores on the test. However, the vast majority of children who fell below the statistically derived achievement standard were also rated as non-masters by their teachers. In short, the results showed that use of the achievement standards based on the discriminant analyses would "err in a conservative direction" by allowing a group of students who may be in need of remediation not to qualify for such help, while not mandating remediation or retention for students who had demonstrated classroom mastery of essential skills. Table 3 incorporates that portion of the discriminant analysis data considered salient to the ASAP committee (see Columns 5 & 7).

Given that students seen as needing but not qualifying for summer remediation could be either remediated as part of a regular summer school program or substituted for children receiving waivers for ISTEP remediation, the ASAP task force recommended adoption of the achievement standards empirically derived through the contrasting groups study for all necessary grades. The recommendation was adopted by the State Board of Education on February 4, 1988.

6.43 State Achievement Standards by Grade

The achievement standards adopted by the State Board of Education are listed in Table 3 (see Column 2) and below for the reader's convenience.

Grade 1: 66 out of 103 achievement indicator items (64%)

Grade 2: 90 out of 134 achievement indicator items (67%)

Grade 3: 113 out of 164 achievement indicator items (69%)

Grade 6: 144 out of 240 achievement indicator items (60%)

Grade 8: 139 out of 248 achievement indicator items (56%)

No student who meets or exceeds the achievement standard adopted for his or her grade level on initial ISTEP testing may be subject to mandatory summer remediation under P.L. 390. Similarly, no student meeting or exceeding the above standard upon summer retesting is subject to mandatory retention.

It is important to note that a student may receive a score below the standard for his/her grade level and still not be subject to mandatory remediation or retention. Chapter 17, Section 4 (a & b) of P. L. 390, sets additional restraints on who may be subjected to the provisions of the achievement standards. These sections state that in no event may more than 16 percent of students be remediated in any year and impose a "passing score" based solely upon the norm referenced portion of ISTEP (i.e., the California Achievement Test) in the event that Indiana students collectively obtain an average norm-referenced score above the national average. This means that in order to qualify for state supported summer remediation and achievement-based promotion a student must receive ISTEP scores which are below the State Board achievement standard and either the 16th national percentile on the CAT or the 16th Indiana percentile, dependent upon the state's average CAT scores at the particular grade in question.

The percentages of students projected to fall below the criterion-referenced achievement standards, the 16th national percentile on the CAT, and both criteria are given in Table 3 in columns 3, 4, and 5, respectively. It should be clearly understood that only those students portrayed in column 5 of this table are eligible for remediation/retention.

TABLE 3

(1) GRADE	(2) Ach. Std. **	(3) % Below Ach. Std.	(4) % Below 16th National Percentile*	(5) % Below Both	(6) Difference (Col.5)-(Col.4)	(7) Projected Teacher Agreement ***	(8) % likely to Pass Retest ****	(9) Statewide Projected % Ret./ Number Retained
1	66	9.1	10.6	8.3	-2.3%	85%	71	2.4/1943
2	90	10.1	11.7	9.2	-2.5%	75%	71	2.7/2015
3	113	10.0	9.2	8.1	-1.1%	84%	71	2.3/1652
6	144	13.7	10.7	10.2	-0.5%	84%	51	5.0/3395
8	139	8.5	12.7	8.4	-4.3%	83%	51	4.1/2872
								Total 11,877
								Average/Grade 2,375

* CTB/McGraw-Hill has determined a "total battery" score (English/language arts and mathematics) for grade one by averaging reading total and mathematics total.

** See preceding text for explanation of achievement standard establishment.

*** Based upon discriminant analyses conducted by CTB/McGraw-Hill

**** Based upon results of Competency Testing and Remediation retests (AY 1984-85, 1985-86)

Table 4 provides additional projections based upon current state enrollment. Based upon pilot study performance on ISTEP, the number of students likely to qualify for remediation at each grade level is listed in column seven.

Table 4

(1)	(2)	(3)	(4)	(5)	(6)	(7)
Grade	Total ISTEP Items	Number of AI* Items	Percent of AI Total	Ratio of Achievement Standard To Total AI Items	Percent Below Both Achievement Standard	Projected Number of Student Remediated To Total Enrollment
1	198	103	52	66/103=.64	8.3	6,718/80,943
2	275	134	49	90/134=.67	9.2	6,866/74,628
3	315	164	52	113/164=.69	8.1	5,819/71,845
6	397	241	60	144/241=.60	10.2	6,925/67,895
8	410	249	60	139/249=.56	8.4	4,942/70,038
						31,270/365,349
Average		178	55	.62	8.8	6254

*AI = Achievement Indicators

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CHAPTER VII

Scoring Reports

Interpretation of ISTEP scoring reports is possible through the use of the Guide to Test Interpretation a special document prepared specifically for Indiana educators by CTB/McGraw-Hill. This pamphlet deals with all aspects of the testing program, including the state achievement standard. This guide will be made available to schools by mid-April 1988.

7.1 Scoring of Writing Samples

ISTEP writing samples are scored at CTB/McGraw-Hill's Composition Evaluation Center using two scoring methods: holistic scoring and analytic scoring. In both methods, writing samples are evaluated by at least two trained raters using a six-point scale. As a result of this process, each writing sample receives four scores, which will be reported in an individual student writing report: a holistic score and analytic score for focus, organization, and development.

7.11 Holistic Scoring

Holistic scoring, or general impression scoring, is a single score, based upon the raters' overall impression of the effectiveness of the writing sample. In holistic scoring, raters are trained to evaluate overall quality of the sample, taking into account all aspects of effective written communication without overemphasizing any single aspect. They rank order papers by comparing them to preselected "range finder" papers, which have been selected from the sample of papers written on that prompt. Range finders delineate the boundaries of the range and exemplify typical papers within the range.

The holistic score assigned to a paper does not represent a discrete point, but a range or band of scores. A holistic score of "6," for example, means that the paper fell into the range of "best" papers on a given prompt at a given grade level. A "6" does not mean that the paper is perfect; it may contain errors, but the errors are such that they do not significantly interfere with communication in the piece of writing. Two papers receiving the same score will not necessarily appear to be equal. One paper may be at the top of the range; the other, at the bottom. But both still fall within the same range of scores.

7.12 Analytic Scoring

Analytic scoring isolates specific traits or features of writing and rates them in reference to pre-defined criteria (scoring guides). While any trait or combination of traits may be examined in analytic scoring, three traits were identified for ISTEP: focus, organization, and development. (Copies of

the analytic scoring guides for each of these traits follow.) The three analytic scores assigned to a paper provide some diagnostic information about a student's writing when the scores are considered in reference to the descriptions on the scoring guide.

7.13 Procedures Used in Scoring Writing Samples

While the procedures for holistic and analytic scoring differ in details, the general scoring procedure for each method is as follows:

1. Qualified raters are selected and trained using the range finders (holistic scoring) and scoring guides (analytic scoring).

2. Writing samples are rated independently by two raters and scores are compared for consistency. If the scores do not agree (i.e., there is more than one point discrepancy), a third reader (table leader) scores the paper.

3. Scores are entered into a computer and scoring reports are prepared.

7.2 ANALYTIC SCORING GUIDES FOR WRITING SAMPLES: GRADES 3, 6, 8, 9, 11

Focus:

A clear, consistent subject/main point which is appropriate to the audience and purpose as specified by the prompt.

Writing samples will be assigned a rating of 1, 2, 3, 4, 5, or 6. These scores are explained below.

6 This is an EXCEPTIONALLY PROFICIENT response. Look for

- a clearly stated main point or central purpose.

- a strong consistent point-of-view/voice. This paper may look at the topic in an unusual or fresh way, using a single unifying theme or effect to create a clear impression or sense of purpose.

- use of language that is highly effective and sensitive to the audience.

5 This is a PROFICIENT response. Look for

- a stated main point or central purpose.

- a consistent point-of-view/voice with a unifying theme or effect creating a clear impression or sense of purpose.

- use of language that is consistently appropriate to the audience.

4 This is a MODERATELY PROFICIENT response. Look for

- a reasonably stated main point or central purpose.

- some minor inconsistency in point-of-view/voice with a reasonable attempt to create a unifying theme.

- use of language that is, in general, appropriate to the audience.

3 This is a SLIGHTLY DEFICIENT response. Look for

- an unclearly stated main point or central purpose.

- inconsistencies in point-of-view/voice.

- occasional use of language that is inappropriate to the audience.

2 This is a MODERATELY DEFICIENT response. Look for

- vaguely stated main point or central purpose.

- little or no point-of-view/voice.

- little or no awareness of audience in the language used.

1 This is a SERIOUSLY DEFICIENT response. Look for

- a lack of main point or central purpose.

- no control over the topic, evidenced by incoherent or rambling ideas that rarely pertain to the purpose of the prompt.

- no point-of-view/voice or awareness of audience.

A This is a BLANK response.

B This is an ILLEGIBLE response.

C This response ADDRESSES A COMPLETELY DIFFERENT TOPIC.

D This response is INSUFFICIENT TO SCORE.

E This response is PREDOMINANTLY IN ANOTHER LANGUAGE.

Organization:

A clear, effective plan or arrangement of ideas and use of organizational strategies or methods appropriate to the audience and purpose of the prompt.

6 This is an EXCEPTIONALLY PROFICIENT response. Look for

- an effective plan of organization with ideas/points organized to enhance the subject. The sequencing of paragraphs and ideas is logical and flawless.

- superior use of transitions to create unity and cohesion, both within paragraphs and as a whole. This response flows effortlessly from one idea to the next.

- clear progression with the introduction and conclusion effectively tying together the intervening thoughts and paragraphs.

5 This is a PROFICIENT response. Look for

- a clear plan of organization. There are few or no serious errors in logical sequencing of paragraphs and ideas.

- sufficient use of transition to develop unity and cohesion, both within paragraphs and as a whole.

- clear progression with the introduction and conclusion satisfactorily tying together the thoughts or paragraphs.

4 This is a MODERATELY PROFICIENT response. Look for

- an adequate plan of organization. There may be some minor errors in the logical sequencing of ideas and paragraphs.

- adequate, though often routine, use of transitions.

- adequate progression with an introduction and conclusion that attempt to tie the paragraphs together.

3 This is a SLIGHTLY DEFICIENT response. Look for

- an ineffective or incomplete plan of organization with errors in the logical sequencing of ideas and paragraphs.

- weak or inappropriate transitions that detract from the cohesion of the response.

- some sense of progression. The introduction and/or conclusion may be weak.

2 This is a MODERATELY DEFICIENT response. Look for

- no clear plan of organization and little apparent logic in the sequencing of paragraphs and ideas.

- weak, inappropriate, or missing transitions that undermine the response.

- a vague sense of progression. The introduction and/or conclusion may be absent.

1 This is a SERIOUSLY DEFICIENT response. Look for

- no plan or organization with confusing or illogical ideas.

- an absence of transitions.

- no progression.

A This is a BLANK response.

B This is an ILLEGIBLE response.

D This response is INSUFFICIENT TO SCORE.

E This response is PREDOMINANTLY IN ANOTHER LANGUAGE.

Development:

The fleshing out or elaboration of the main point/subject, using specific details, supporting information and examples appropriate to the purpose and audience of the prompt.

6 This is an EXCEPTIONALLY PROFICIENT response. Look for

- a fully elaborated response giving meaningful support to the main idea/point and all secondary ideas/points.

- main and secondary ideas or points developed in proportion to their significance. This response reflects a sense of balance.

- sensitivity and insight into the topic, audience and purpose of the prompt through the choice of rich details or ideas to support and enhance the main idea/point.

5 This is a PROFICIENT response. Look for

- an elaborated response giving adequate support to the main idea/point and to secondary ideas/points.

- main and most secondary points developed in proportion to their significance, or one point developed so completely that it adequately supports the main idea/point.

- appropriate choice of details or ideas to support the main idea/point indicating an awareness of the audiences and purpose of the prompt.

4 This is a MODERATELY PROFICIENT response. Look for

- presentation of many related pieces of information superficially developed in support of the main idea/point.

- ideas that are sometimes developed out of proportion to their significance (e.g., too much attention to minor details, insufficient attention to main ideas.)

- adequate choice of details/ideas to support the main idea that may indicate a sense of purpose and a weak awareness of audience.

3 This is a SLIGHTLY DEFICIENT response. Look for

- lists of undeveloped details, or redundant and repetitious paraphrasing of the same point and wandering support of the topic.

- ideas that are developed out of proportion to their significance or that are underdeveloped and vague.

- choice of some details/ideas that support the main topic, but show little sense of the purpose or awareness of the audience.

2 This is a MODERATELY DEFICIENT response. Look for

- incomplete or sketchy expansion of ideas that sometimes do not relate to or support logically the main idea.

- ideas developed seriously out of proportion to their significance or that are underdeveloped or irrelevant.

- some misunderstanding of the prompt's purpose and no awareness of audience in choice of support.

1 This is a SERIOUSLY DEFICIENT response. Look for

- ideas that do not relate to or support logically the main idea.

- no sense of proportion or development of ideas.

- total misunderstanding of the prompt's purpose in choice of topic, details, and support.

A This is a BLANK response.

B This is an ILLEGIBLE response.

D This response is INSUFFICIENT TO SCORE.

E This response is PREDOMINANTLY IN ANOTHER LANGUAGE.

APPENDIX A

LIST OF ISTEP MATERIALS SENT TO DISTRICT

ISTEP MATERIALS LIST

		CTB Code No.
GRADE 1	GRADE 1 ISTEP (test book)	68457
	GRADE 1 ISTEP Examiner's Manual	68458
	GRADES 1 and 2 ISTEP Practice Test	68258
	Test Coordinator's Handbook	68495
	Group Information Sheet	68497
GRADE 2	GRADE 2 ISTEP (test book)	68460
	GRADE 2 ISTEP Examiner's Manual	68461
	GRADES 1 and 2 ISTEP Practice Test	68258
	GRADE 2 ISTEP Aptitude Test	68231
	GRADE 2 ISTEP Aptitude Test Examiner's Manual	68463
	ISTEP Aptitude Test Memory Learning Materials, Grade 2	68464
	ISTEP Aptitude Test Practice Test All Grades	68261
	Test Coordinator's Handbook	68495
	Group Information Sheet	68497
GRADE 3	GRADE 3 ISTEP (test book)	68466
	GRADE 3 ISTEP Examiner's Manual	68467
	GRADE 3 ISTEP Aptitude Test & Writing Prompt	68468
	GRADE 3 ISTEP Aptitude Test Examiner's Manual	68469
	ISTEP Aptitude Test Memory Learning Materials, Grades 3, 6, 8, 9, 11	68470
	ISTEP Aptitude Test Practice Test All Grades	68261
	GRADE 3 ISTEP Science and Social Studies (test book)	68473*
	ISTEP Science and Social Studies Examiner's Manual, Grade 3	68474*
	General Instructions for Pilot Study	68496*
	Test Coordinator's Handbook	68495
	Group Information Sheet	68497

GRADE 6	GRADE 6 ISTEP (test book)	68475
	ISTEP Examiner's Manual Grades 6, 8, 9, 11	68476
	GRADE 6 ISTEP Practice Test	68260
	GRADE 6 Aptitude Test & Writing Prompt	68478
	ISTEP Aptitude Test Examiner's Manual, Grades 6, 8, 9, 11	68479
	ISTEP Aptitude Test Memory Learning Materials, Gr. 3, 6, 8, 9, 11	68470
	ISTEP Aptitude Test Practice Test All Grades	68261
	ISTEP Compuscan Answer Booklet	68480
	GRADE 6 ISTEP Science and Social Studies (test book)	68483*
	ISTEP Science and Social Studies Examiner's Manual, Grades 6, 8, 11	68484
	ISTEP Science and Social Studies Compuscan Answer Sheet	68485*
	General Instructions for Pilot Study	68496*
	ISTEP School Number List	68482
	Test Coordinator's Handbook	68495
	Group Information Sheet	68497
GRADE 8	GRADE 8 ISTEP (test book)	68486
	ISTEP Examiner's Manual Grades 6, 8, 9, 11	68476
	GRADE 8 Aptitude Test & Writing Prompt	68487
	ISTEP Aptitude Test Examiner's Manual, Grades 6, 8, 9, 11	68479
	ISTEP Aptitude Test Memory Learning Materials, Gr. 3, 6, 8, 9, 11	68470
	ISTEP Aptitude Test Practice Test All Grades	68261
	ISTEP Compuscan Answer Booklet	68480
	GRADE 8 ISTEP Science and Social Studies (test book)	68488*
	ISTEP Science and Social Studies Examiner's Manual, Grades 6, 8, 11	68484*
	ISTEP Science and Social Studies Compuscan Answer Sheet	68485*
	General Instructions for Pilot Study	68496*
	ISTEP School Number List	68482
	Test Coordinator's Handbook	68495
	Group Information Sheet	68497

GRADE 9	GRADE 9 ISTEP (test book)	68489
	ISTEP Examiner's Manual Grades 6, 8, 9, 11	68476
	GRADE 9 ISTEP Aptitude Test & Writing Prompt	68490
	ISTEP Aptitude Test Examiner's Manual, Grades 6, 8, 9, 11	68479
	ISTEP Aptitude Test Memory Learning Materials, Grades 3, 6, 8, 9, 11	68470
	ISTEP Aptitude Test Practice Test All Grades	68261
	ISTEP Compuscan Answer Booklet	68480
	ISTEP School Number List	68482
	Test Coordinator's Handbook	68495
	Group Information Sheet	68497
GRADE 11	GRADE 11 ISTEP (test book)	68492
	ISTEP Examiner's Manual Grades 6, 8, 9, 11	68476
	GRADE 11 ISTEP Aptitude Test & Writing Prompt	68493
	ISTEP Aptitude Test Examiner's Manual, Grades 6, 8, 9, 11	68479
	ISTEP Aptitude Test Memory Learning Materials, Grades 3, 6, 8, 9, 11	68470
	ISTEP Aptitude Practice Test All Grades	68261
	ISTEP Compuscan Answer Booklet	68480
	GRADE 11 ISTEP Science and Social Studies (test book)	68494*
	ISTEP Science and Social Studies Examiner's Manual, Grades 6, 8, 11	68484*
	ISTEP Science and Social Studies Compuscan Answer Sheet	68485*
	General Instructions for Pilot Study	68496*
	ISTEP School Number List	68482
	Test Coordinator's Handbook	68495
	Group Information Sheet	68497

*To be delivered to selected pilot schools in April, 1988.

APPENDIX B

SUGGESTIONS FOR AN EFFECTIVE TESTING ENVIRONMENT

SUGGESTIONS FOR AN EFFECTIVE TESTING ENVIRONMENT

In order for any achievement test to provide a reasonably accurate picture of students' skills, known sources of testing error must be minimized. ISTEP has been developed with a minimum of measurement error resulting from the test itself.

However, some sources of measurement error cannot be directly controlled through test construction and may significantly affect the accuracy of students' scores. Two of these sources can be generally categorized as: a) errors due to students' negative attitudes, emotional states or physical states when taking the test; and b) adverse conditions in the testing environment (e.g., the classroom).

This document offers several suggestions to teachers and others responsible for test administration, on promoting effective conditions for giving ISTEP. Many test administrators will be familiar with these suggestions; however, it is hoped that they will provide a useful review.

SUGGESTIONS FOR ATTITUDINAL AND EMOTIONAL PREPARATION OF STUDENTS

1. To the degree that you can, communicate to your students about the test in positive, enthusiastic terms (both verbally and nonverbally).

2. Inform students in advance that they will take the test and explain its purposes. When explaining the test, it is helpful to emphasize the benefits. Many students fear tests because they fear assessment of their performance. Thus, if you promote their test-taking as a way to "help you help them" an attitude of cooperation may be enhanced.

3. Students often need reassurance that they are not expected to know answers to all the questions on a test and can do well even if they find certain questions difficult.

4. Many students hinder their test performance by ruminating on a few difficult questions at the expense of other questions they could more easily answer. Encourage students to thoughtfully attempt difficult questions but spend no more than one minute on any question.

5. Ensure that most students understand the instructions before beginning the test. If a few students do not understand a large portion of the instructions, it is likely that they are not listening effectively. Ask these students to clear all other thoughts and listen carefully as you read the instructions again, slowly. If a student still does not understand the task after a second reading, then explain that portion of the instruction privately to that student in language you believe he or she will understand. Note, however, that it is usually more effective to

calm an anxious student than to paraphrase instructions, since an anxious student will seldom understand paraphrased instructions better than standard instructions.

6. Agitated behavior and frequent questioning of the teacher during testing are usually signs that the student is anxious. Use your knowledge of these students to calm them and reassure them that they need only give the answers they believe are best, based on their understanding of the questions.

PROMOTING STUDENT PHYSICAL READINESS FOR TESTING

1. If possible, avoid testing on days immediately preceding or following vacations and special school events.

2. Administer tests in the morning before students have expended a great deal of their day's energy.

3. To avoid fatigue-related decrements in test performance, space testing periods over two mornings (e.g., reading tests on one morning, mathematics tests on the following morning).

4. Avoid testing immediately after students have engaged in strenuous physical activity.

5. It is well known that students tend to perform better on tests when they are well rested and fed. Parents should be encouraged to ensure their children get a full night's sleep and eat breakfast prior to taking the test. When the latter is not possible, teachers may wish to arrange for their students to eat or drink something (e.g., piece of fruit, milk) in class before testing.

PROMOTING AN EFFECTIVE TEST-TAKING ENVIRONMENT

1. Become familiar with the test materials, particularly the instructions, prior to the test date. If you are familiar with the materials and have them organized for quick use, delays, a major source of tension/disruption in the room, will be minimized.

2. There are several classroom distractions which can interfere with testing activities. These distractors, along with methods for eliminating them, are described below:

   a) ringing telephones and end-of-period bells;

   b) noise, visual activity in hallways and outdoor areas (close doors, windows and curtains; limit use of hallway outside testing room);

c) student movement during test to sharpen pencils, approach teacher, etc. (keep extra pencils on hand, go to students when they have questions).

3. Remove or cover materials in the room (e.g., wall hangings, maps, posters, globes, art objects) which might distract student's attention or provide clues to correct answers on certain questions.

4. Seat students far enough apart from one another to enhance privacy. Adequate spacing is the most effective method for discouraging copying. However, an equally important purpose is to give students a greater feeling of privacy, particularly useful for anxious children.

APPENDIX C

SAMPLE ISTEP ADMINISTRATIVE FORMS

INDIANA DEPARTMENT OF EDUCATION
Division of School Finance
April 1988

EXPLANATIONS FOR COMPLETING
the
VERIFICATION OF REMEDIATION FUNDING ALLOTMENT ELIGIBILITY FORM

The version that will be submitted to the Division of School Finance will be a multi-part, computer generated form. Do not submit the sample copy.

The following items refer to the lines on the report form.

Line 1. These numbers will be entered on the actual report form when you receive it. DO NOT CHANGE THESE NUMBERS.

Line 2. Documentation should exist in the corporation office for each student entered here. This number should agree with the number reported to the Center for School Improvement and Performance.

Line 3. Some form of documentation should exist in the corporation office for each student entered here. Each corporation is free to devise its own form.

Line 4. Same as 3.

Line 5. Lines 3 and 4 should be totaled on this line.
If Line 5 is equal to Line 1, and no ISTEP students are in classes larger than ten, then the corporation is entitled to its full allocation.

If Line 5 is less than Line 1, the corporation should refund to the state $400 multiplied by the difference.

If any ISTEP students are in classes larger than 10, the number that exceed 10 in any class should be totaled and entered on Line 6.

Line 6. The corporation should refund to the state, $400 multiplied by the number entered on this line.

Line 7 and Line 8 are for statistical purposes only and do not affect allocation eligibility. Please be as accurate as you would be if your answers did affect funding.

Questions concerning the completion of the VERIFICATION form should be directed to Dr. Ed Nellist, Division of School Finance.
Telephone: (317) 269 9537

SAMPLE DO NOT SUBMIT THIS COPY SAMPLE

INDIANA DEPARTMENT OF EDUCATION
Division of School Finance

VERIFICATION OF ISTEP REMEDIATION FUNDING ALLOTMENT ELIGIBILITY

1988 Summer Remediation

Corp No._____ Corp Name_____

	GRADE	TOTAL
1. Number of students eligible for remediation by grade.	1 ___ 2 ___ 3 ___ 6 ___ 8 ___	____
2. Number of eligible students granted waivers	1 ___ 2 ___ 3 ___ 6 ___ 8 ___	____
3. Number of eligible students enrolled	1 ___ 2 ___ 3 ___ 6 ___ 8 ___	____
4. Number of qualified substitute students enrolled	1 ___ 2 ___ 3 ___ 6 ___ 8 ___	____
5. Total number of students enrolled	1 ___ 2 ___ 3 ___ 6 ___ 8 ___	____
6. Number of ISTEP students that exceed 10 in any classroom	1 ___ 2 ___ 3 ___ 6 ___ 8 ___	____
7. Number of students who moved from district before start of program	1 ___ 2 ___ 3 ___ 6 ___ 8 ___	____
8. Number of regular summer school students placed in ISTEP classes	1 ___ 2 ___ 3 ___ 6 ___ 8 ___	____

I hereby certify that, to the best of my knowledge and belief, this report is true and accurate. I also certify that this school corporation meets all assurances of the remediation program.

_____ _____
Superintendent of Schools (Typed) Superintendent of Schools (Signature)

_____ _____
Telephone Number Date

This form must be received by the Division of School Finance, Room 229 State House, Indianapolis, IN, 46204, no later than July 1, 1988.

INDIANA DEPARTMENT OF EDUCATION
DIVISION OF SCHOOL FINANCE
Room 229 State House
Indianapolis, IN 46204

REQUEST FOR TRANSPORTATION ALLOCATION
ISTEP - SUMMER 1988

Corp No._____ Corp Name _____

I request that _____ be allocated for ISTEP transportation for the summer of 1988. I understand that this amount is to be deposited in the Transportation Fund in Account Number 3121.

I certify that the amount claimed does not exceed $70 for each eligible ISTEP student.

_____
Superintendent (typed)

_____ _____
Date Superintendent (signature)

This form must be received by the Division of School Finance, Room 229 State House, Indianapolis, IN 46204, no later than May 15, 1988.

Questions concerning this form should be submitted to Dr. Ed Nellist, Division of School Finance. Telephone: (317) 269 9537.

Corporation Remediation and Retention Summary

(To Be Submitted to the Department of Education by October 1)

School Year: 19__ - 19__

Corporation Name:_____ **Corp. No.:**_____

Corporation Address:_____

City:_____ **Zip:** _____

Superintendent's Name: _____

1. Total enrollment in grades 1, 2, 3, 6 & 8 _____

2. Students eligible for ISTEP testing (not including permissive testing) _____

3. Students tested permissively _____

4. Total number of students tested _____
   (Please include a summary of reasons for those who do not participate in testing)

5. Number of students below ISTEP achievement standard _____

6. Number of students designated for remediation _____

7. Total number of students waived from remediation _____

   Number of Waivers by category:

   A. Students already designated for retention _____

   B. Parents providing remediation _____

   C. Principal and Teacher verify that student achievement level inaccurately reflected by ISTEP examination _____

8. Total number of students who attended summer remediation _____

9. Number of students identified for remediation who did not attend _____

10. Number of students below achievement standard on retest _____

    A. Number mandated to be retained _____

    B Number waived from retention _____

I hereby verify the above information is true and correct to the best of my knowledge.

_____ _____
Signature Date

APPENDIX D

SAMPLE WAIVER FORM

SAMPLE WAIVER FORM

REMEDIATION AND RETENTION WAIVER
APPLICATION FORM

SECTION I: CORPORATION IDENTIFICATION

Corporation Name:		Corporation Number:
Corporation Street Address:	City:	Zip Code:
Superintendent's Name:		Telephone Number:
Contact Person for Waiver:		Telephone Number:
Contact Person Address:	City:	Zip Code:

SECTION II: STUDENT IDENTIFICATION INFORMATION

Student's Name:	Circle Grade Level Served 1 2 3 6 8
School Name:	
School Street Address: City:	Zip Code:
Principal's Name:	Telephone Number:

SECTION III: STUDENT TEST SCORES

1. March Administration

   ISTEP Composite Score _____

   Score for Achievement Indicators - Language Arts _____
   Score for Achievement Indicators - Mathematics _____

2. Retest Scores

   ISTEP Composite Score _____

   Score for Achievement Indicators - Language Arts _____
   Score for Achievement Indicators - Mathematics _____

3. Provide a brief rationale along with accompanying supporting documentation to facilitate the waiver.

SECTION IV: AUTHORIZATION

Teacher's Signature: Date:

Principal's Signature: Date:

Superintendent's Signature: Date:

APPENDIX E

RESOURCE INFORMATION FOR PLANNING AND IMPLEMENTING ISTEP REMEDIAL PROGRAMS

RESOURCE INFORMATION FOR PLANNING AND IMPLEMENTING ISTEP REMEDIAL PROGRAMS

Research indicates that an effective remedial program includes, but is not limited to, the following characteristics:

- Provides mastery-based instruction
- Allows for lower pupil-teacher ratio
- Specifies learner objectives
- Addresses individual differences
- Provides prerequisite skill instruction
- Provides regular homework assignments to allow practice of new skills and the use of new knowledge
- Establishes realistic, attainable goals
- Provides appropriate and sequential instructional methods and materials
- Utilizes a variety of instructional methods and materials which allow students to learn by doing
- Presents skills to be taught in context of subject areas
- Uses ongoing evaluation procedures
- Provides regular, specific and immediate feedback
- Provides regular, consistent reinforcement of student's progress
- Correlates with and supports the regular instructional program and defined educational proficiencies
- Encourages students to apply concepts in everyday life
- Promotes mutually supportive relationships among students
- Includes parent involvement component

There are a number of alternative remedial models schools can implement. Descriptions are provided below for each.

Peer Tutors

Many children learn effectively from their peers. A remedial program can take advantage of team work and team participation in learning activities by allowing students to take turns being the team leader. The real advantage to this type of program is that when a student's sense of self-esteem and level of motivation are improved, overall student achievement improves as well.

Computer-Assisted "Instruction"

Where sufficient computer resources and appropriate software are available, computer-assisted instruction may be used to supplement the necessary teaching, practice and application activities to remediate student deficiencies. Such "instruction," however, should not take the place of teaching provided by a professional teacher.

English as a Second Language/Native Language Instruction

Students identified for remediation with a first acquired language other than English may have identified deficiencies based upon inadequate English language proficiency. Remediation should therefore be targeted to the development of English language skills through English as a second language instruction beginning with the student's current level of proficiency. Concepts already known in the student's native language will transfer to English once the vocabulary is known and understood. When English proficiency is limited, instruction in the student's native language may be necessary to develop conceptual skills and abilities that have not yet been mastered in order to enhance achievement in English.

Remediate within the regular classroom with the regular teacher

It is recommended that the summer school remediation teacher communicate student academic progress to the regular classroom teacher. The remediation teacher should indicate specific skills in language arts and mathematics that have shown improvement and those which need additional emphasis. A sample of a student progress card that should be completed by the remediation teacher and sent to the student's regular classroom teacher follows in this appendix. ISTEP remediation is authorized only during the summer. (See the schedule in Chapter IV, section 4.6.) Follow-up activity by the classroom teacher in the fall becomes the extension of ISTEP remediation which is provided by the local regular program.

Remedial instruction involves teachers employing instructional strategies based upon the diagnostic-prescriptive method. This method requires a teacher to be cognizant of each student's skill strengths, weaknesses and unique educational needs. The instruction should be highly individualized to match students' learning styles with materials which will help students to master skills and meet achievement standards.

APPENDIX F

SELECTED EXCERPTS OF PUBLIC LAW 390

implemented at the parent's or guardian's expense; and

(2) the principal approves the alternative plan.

(d) A student required to attend a summer school remediation plan under this section is subject to the attendance requirements set forth in IC 20-8.1-3.

SECTION 24. IC 20-10.1-16 IS ADDED TO THE INDIANA CODE AS A NEW CHAPTER TO READ AS FOLLOWS:

Chapter 16. Indiana Statewide Testing for Educational Progress.

Sec. 1. As used in this chapter, "educational proficiency statements" refers to the statements developed by the department under section 6 of this chapter indicating the skills and knowledge base expected of a student for a particular subject area.

Sec. 2. As used in this chapter, "ISTEP program" refers to the Indiana statewide testing for educational progress program developed and administered under this chapter.

Sec. 3. As used in this chapter, "student" means any individual who is enrolled in a school corporation. The term does not include a handicapped child (as defined in IC 20-1-6-1) whose individualized education program does not include classroom instruction in mathematics and English/language arts.

Sec. 4. (a) The board shall:

(1) authorize the development and implementation of the Indiana statewide testing for educational progress program; and

(2) determine the date on which the statewide testing is administered in each school corporation.

(b) The state superintendent is responsible for the overall development, implementation, and monitoring of the ISTEP program.

(c) The department shall prepare detailed design specifications for the ISTEP program that must do the following:

(1) Take into account the state educational proficiency statements.

(2) Include testing of students' higher level cognitive thinking in each subject area tested.

Sec. 5. The purposes of the ISTEP program developed under this chapter are as follows:

(1) To assess the strengths and weaknesses of school performance.

(2) To assess the effects of state and local educational programs.

(3) To compare achievement of students in Indiana to achievement of students on a national basis.

(4) To provide a source of information for state and local decision makers with regard to educational matters, including the following:

(A) The overall academic progress of students.

(B) The need for new or revised educational programs.

(C) The need to terminate existing educational programs.

(D) Student readiness for postsecondary school experiences.

(E) Overall curriculum development and revision activities.

(F) Identifying students who may need remediation under IC 20-10.1-17.

(G) Diagnosing individual student needs.

(H) Teacher training and staff development activities.

Sec. 6. (a) The department shall develop educational proficiency statements for the following subject areas:

(1) English/language arts.

(2) Mathematics.

(3) Social studies.

(4) Science.

(5) Other subject areas as determined by the department.

(b) The department shall revise and update the educational proficiency statements as necessary.

Sec. 7. (a) The school corporation shall promptly notify the student and the student's parent or guardian of each student's ISTEP scores. However, no individual's ISTEP scores may be disclosed to the public.

(b) The aggregate results of the ISTEP tests shall be compiled by each school corporation in a manner that will permit evaluation of learning progress within the school corporation. The school corporation shall make the compilation of test results available for public inspection and shall provide that compilation to the parent or guardian of each student tested under the ISTEP program.

(c) The school corporation shall provide the ISTEP program test results on a school by school basis to the department upon request.

Sec. 8. (a) The state superintendent shall develop an ISTEP program testing schedule in which each student in

grades to be determined by the department must be tested.

(b) A handicapped child (as defined in IC 20-1-6-1) whose individualized education program does not include classroom instruction in mathematics and English/ language arts may be tested under this chapter if the individuals who develop the child's individualized education program make that determination.

Sec. 9. If a nonpublic school seeks accreditation as authorized under IC 20-1-1-6(a)(8), the governing body of the nonpublic school must at its own expense:

(1) contract for the acquisition of the ISTEP program test;

(2) administer the ISTEP program test to its students;

(3) acquire scoring reports similar to the ISTEP scoring reports used by the department; and

(4) make available to the department the results of its ISTEP program testing.

Sec. 10. The board shall adopt rules under IC 4-22-2 to implement this chapter.

SECTION 25. IC 20-10.1-17 IS ADDED TO THE INDIANA CODE AS A NEW CHAPTER TO READ AS FOLLOWS:

Chapter 17. Achievement Standards and Promotion.

Sec. 1. As used in this chapter, "ISTEP program" has the meaning set forth in IC 20-10.1-16.

Sec. 2. As used in this chapter, "student" means any individual enrolled in a school corporation. The term does not include a handicapped child (as defined in IC 20-1-6-1).

Sec. 3. (a) The board shall adopt state achievement standards for mathematics and English/language arts for grades 1 through 8. ISTEP program testing shall be administered in the following subject areas:

(1) English/language arts.

(2) Mathematics.

(3) Social studies.

(4) Science.

(b) The state achievement standards described in subsection (a) must be based in part upon the results of the ISTEP program and the educational proficiency statements developed under IC 20-10.1-16.

Sec. 4. (a) No more than sixteen percent (16%) of the students in Indiana may be required to attend a summer remediation program under section 6 of this chapter each year.

(b) If the average nationally normed score in mathematics and English/language arts of students tested

under ISTEP is greater than the national average score in mathematics and English/language arts, only students whose ISTEP scores are below the sixteenth percentile on the national test are required to attend summer remediation programs under this chapter.

(c) The department shall reimburse a school corporation for reasonable transportation expenses that result from student attendance in a summer remediation program required by this chapter.

Sec. 5. Whenever more than sixteen percent (16%) of the students in Indiana are described in section 6 of this chapter:

(1) this chapter applies to the sixteen percent (16%) of students who received the lowest scores in mathematics and English/language arts as compared to the state achievement standards adopted under section 3 of this chapter; and

(2) this chapter does not apply to any other student.

Sec. 6. (a) Except as provided in subsection (g), a student who:

(1) is tested under the ISTEP program; and

(2) receives a score in mathematics and English/language arts that is below the state achievement standard adopted under section 3 of this chapter for the particular grade level;

shall, subject to section 5 of this chapter, attend a summer remediation program in mathematics and English/language arts as prescribed by the board under section 11 of this chapter.

(b) A student who is required by this section to attend a summer remediation program is subject to the attendance requirements set forth in IC 20-8.1-3.

(c) The superintendent of a school corporation may waive the requirement that a student attend a summer remediation program described in subsection (a) if:

(1) the student's principal and teachers in mathematics and English/language arts:

(A) state in writing that the student's performance on the ISTEP program test does not accurately reflect the student's level of knowledge in mathematics and language arts; or

(B) determine, based on the student's performance during that school year, that the student will be retained at the same grade level during the subsequent school year; or

(2) a parent or guardian of the student has submitted to the principal an alternative plan to be implemented at the parent's or guardian's expense, approved by the principal, and designed to raise the student's level of knowledge in the subject area in which the student received a score below the state achievement standard.

(d) A student granted a waiver under subsection (c)(2) is subject to the retesting and retention requirements described in sections 7 through 8 of this chapter. If a student is granted a waiver under subsection (c)(2) and, upon retesting, receives a score in mathematics and English/language arts that is below the state achievement standard for that particular grade level, the student is not entitled to any waivers from the requirement that the student be retained for one (1) school year.

(e) The superintendent of the school corporation shall report annually to the department detailed information as reasonably required by the department concerning waivers granted under subsection (c).

(f) If a waiver is granted under subsection (c), the school corporation may require a student with the next highest ISTEP score above the scores of the students required to attend summer remediation to attend the summer remediation program. However, a student who attends summer remediation under this subsection is not subject to the retesting and retention requirements described in sections 7 through 8 of this chapter.

(g) The superintendent of a school corporation may request, in writing, a waiver of the requirement described in subsection (a) from the board if:

(1) the school corporation would experience an undue hardship in providing transportation to students required to attend a summer remediation program under this chapter or the school corporation does not need a summer remediation program as prescribed by the board because the school corporation has a low number of students described in subsection (a); and

(2) the school corporation develops an alternative plan of remediation for those students who are described in subsection (a).

Sec. 7. Upon completion of the summer remediation program, each student described in section 6 of this chapter shall be retested under the ISTEP program.

Sec. 8. (a) If, after summer remediation and retesting, a student described in section 6 of this chapter receives a

total score on the ISTEP test in mathematics and English/ language arts that is below the state achievement standard adopted under section 3 of this chapter for the particular grade level, the student shall be retained for one (1) school year at the grade level the student was in immediately preceding the summer remediation program.

(b) Subsection (a) does not apply to a student identified in writing by the student's remediation teacher and the student's principal as having a higher level of knowledge in those subject areas than was reflected in the ISTEP program retesting. Upon receipt of the written statement, the superintendent of the school corporation may grant a waiver of the requirement described in subsection (a). The superintendent shall report annually to the department detailed information as reasonably required by the department concerning waivers granted under this subsection.

(c) A student may be required to be retained under this section only one (1) time for each grade level. In addition, if:

(1) a student described in section 6 of this chapter has already been retained one (1) time under this chapter; and

(2) the student's remediation teacher and principal state in writing that:

(A) the student is achieving at that student's potential, despite the test score; and

(B) it is not academically in the best interest of the student to retain the student an additional time at another grade level;

the principal shall request, in writing, a waiver of the retention requirement from the superintendent of the school corporation. The superintendent of the school corporation may grant a waiver under this subsection. The superintendent shall submit to the state superintendent detailed information as reasonably required by the department concerning waivers granted under this section.

(d) If a student is retained for one (1) school year under subsection (a), the governing body of the school corporation shall provide assistance to the student who is being retained that is designed to meet that student's individual learning needs.

Sec. 9. (a) A school corporation that promotes a student to the next grade level in violation of section 8 of

this chapter is not entitled to count that student:

(1) as a part of the school corporation's average daily membership under IC 21-3-1.6-1.1; or

(2) as part of the school corporation's average daily attendance under IC 21-3-4.5-1;

for purposes of state tuition support.

(b) This section does not apply to a student who is granted a waiver under section 6(c)(1) of this chapter.

Sec. 10. Notwithstanding the requirements of this chapter, any decisions made with regard to:

(1) attendance in a summer remediation program;

(2) ISTEP program retesting; and

(3) the grade level placement;

for a handicapped child (as defined in IC 20-1-6-1(a)) shall be made in accordance with the individualized education program (as defined in IC 20-1-6-1(e)) of that handicapped child and federal law.

Sec. 11. The department shall develop curriculum guidelines for use by each school corporation in developing its summer remediation program under this chapter.

Sec. 12. The board shall adopt rules under IC 4-22-2 to implement this chapter.

SECTION 26. IC 20-10.1-18 IS ADDED TO THE INDIANA CODE AS A NEW CHAPTER TO READ AS FOLLOWS:

Chapter 18. Educational Opportunity Program for At-Risk Students.

Sec. 1. The educational opportunity program for at-risk students is established to assist school corporations in implementing new or expanded programs that will benefit children who have been determined by each school corporation to be at-risk students.

Sec. 2. In order to receive funds under this chapter, the superintendent of the school corporation shall apply to the department, on forms prepared by the department, for its allocation under this chapter. The application must include a detailed description of the type of program that a school corporation intends to implement.

Sec. 3. The proposals that are eligible for an allocation under this chapter for at-risk students include the following:

(1) Preschool programs.

(2) Full-day kindergarten.

(3) Parental and community involvement programs.

(4) Transitional programs.

(5) Tutoring.

APPENDIX G

ISTEP RESOURCE INFORMATION SPECIFIC TO LANGUAGE ARTS

ISTEP RESOURCE INFORMATION SPECIFIC TO LANGUAGE ARTS

LANGUAGE ARTS PROFICIENCIES TESTED ON ISTEP

Grade 1

No.	Proficiency Statements/Indicators	Items Selected From ISTEP Subtest
2	develop independent reading strategies	
	o word recognition	Word Analysis Vocabulary
	- auditory/visual discrimination - phonetic analysis, structural analysis, sight words - develop/expand word meaning	
	* o comprehension	Vocabulary Comprehension
	- meaning of words, phrases, and sentences - literal: details, main idea, sequence, character analysis - inferential: interpreting, predicting, drawing conclusions	
	* o reading skills applied to everyday life	Language Arts Supplement
	- labels, signs, symbols	
7	recognize and adapt language	
	o language used to influence	Language Arts Supplement
13	use appropriate forms of written English	
	o usage	Language Expression

Please note:

1. Proficiency statements and indicators are presented in abbreviated form. For a more complete listing of each proficiency statement, refer to the Language Arts Proficiency Guide, pp. 21-26.

2. Indicators preceded by * are part of the achievement standard which will be used to identify students for remediation and retention.

LANGUAGE ARTS PROFICIENCIES TESTED ON ISTEP

Grade 2

No.	Proficiency Statements/Indicators	Items Selected From ISTEP Subtest
2	develop independent reading strategies	
	o word recognition	Word Analysis Vocabulary
	- auditory/visual discrimination - phonetic analysis, structural analysis, sight words - develop/expand word meaning	
	* o comprehension	Vocabulary Comprehension
	- meaning of words, phrases, and sentences - literal: details, main idea, sequence, character analysis - inferential: interpreting, predicting, drawing conclusions	
	* o reading skills applied to everyday life - labels, signs, symbols	Language Arts Supplement
3	think critically and reflectively	
	* o reality/fantasy	Language Arts Supplement
7	recognize and adapt language use	
	* o language used to influence	Language Arts Supplement

Grade 2 (cont.)

13	use appropriate forms of written English	
	o spelling	Spelling
*	o capitalization	Language Mechanics
*	o punctuation	Language Mechanics
	o usage	Language Expression

Please note:

1. Proficiency statements and indicators are presented in abbreviated form. For a more complete listing of each proficiency statement, refer to the Language Arts Proficiency Guide, pp. 21-26

2. Indicators preceded by * are part of the achievement standard which will be used to identify students for remediation and retention.

LANGUAGE ARTS PROFICIENCIES TESTED ON ISTEP

Grade 3

No.	Proficiency Statements/Indicators	Items Selected From ISTEP Subtest
	develop independent reading strategies	
	o word recognition	Word Analysis Vocabulary
	- auditory/visual discrimination - phonetic analysis, structural analysis, sight words - develop/expand word meaning	
	* o comprehension	Vocabulary Comprehension
	- meaning of words, phrases and sentences - literal: details, main ideas sequence character analysis - inferential: interpreting, predicting, drawing conclusions	
	* o reading to gather and analyze information	Language Arts Supplement
	* o reading skills applied to everyday life	Language Arts Supplement
3	think critically and reflectively	
	* o reality/fantasy	Comprehension
	* o cause/effect	Comprehension
7	recognize and adapt language use	
	* o language used to influence	Language Arts Supplement

Grade 3 (cont.)

12	write for different audiences and purposes, using variety of forms	Writing Sample Holistic Score Analytic Score -Focus -Organization -Development
13	use appropriate forms of written English	
*	o spelling	Spelling
*	o punctuation	Language Mechanics
*	o capitalization	Language Mechanics
	o usage	Language Expression

Please note:

1. Proficiency statements and indicators are presented in abbreviated form. For a more complete listing of each proficiency statement, refer to the Language Arts Proficiency Guide, pp. 21-26.

2. Indicators preceded by * are part of the achievement standard which will be used to identify students for remediation and retention.

LANGUAGE ARTS PROFICIENCIES TESTED ON ISTEP

Grade 6

No.	Proficiency Statements/Indicators	Items Selected From ISTEP Subtest
2	develop independent reading strategies	
	o word recognition	Word Analysis Vocabulary
	- phonetic analysis, structural analysis, sight words - develop/expand word meaning	
	* o comprehension	Vocabulary Comprehension
	- meaning of words, phrases, and sentences - literal: main idea, details - inferential: interpreting, predicting, drawing conclusions	
	* o reading skills in gathering retaining, and analyzing information	Study Skills
3	think critically and reflectively	
	* o cause/effect	Comprehension
	* o fact/opinion	Comprehension
5	literary representatives	
	o behavior, traits, motives, relationships of characters	Comprehension
6	make independent critical evaluations	
	o recognize conventional structures	Comprehension

Grade 6 (cont.)

8	recognize and adapt language use	
	* o language used to influence	Comprehension
9	understand structure of language	
	* o understand basic grammar concepts - simple subject - simple predicate	Language Expression
13	engage in process that includes revising and editing	
	o revise structural elements	Language Expression
	* o revise for clarity, coherence and unity - topic sentence - transition words	Language Expression
	o edit for conventions	Language Mechanics
14	write for different audiences and purposes, using variety of forms	Writing Sample Holistic Score Analytic Score for -Focus -Organization -Development
15	use appropriate forms of written English	
	* o spelling	Spelling
	* o punctuation	Language Mechanics
	* o capitalization	Language Mechanics
	* o usage	Language Expression

Grade 6 (cont.)

Please note:

1. Proficiency statements and indicators are presented in abbreviated form. For a more complete listing of each proficiency statement, refer to the Language Arts Proficiency Guide, pp. 27-33.

2. Indicators preceded by * are part of the achievement standard which will be used to identify students for remediation and retention.

LANGUAGE ARTS PROFICIENCIES TESTED ON ISTEP

Grade 8

No.	Proficiency Statements/Indicators	Items Selected From ISTEP Subtest
2	develop independent reading strategies	
	* o comprehension	Vocabulary Comprehension
	- develop/expand word meaning - understand stated and implied meaning	
	* o reading skills in gathering, retaining, and analyzing information	Study Skills
	- use study skills - apply reading skills to content areas and everyday life - use primary and secondary sources	
3	think critically and reflectively	
	* o cause/effect	Comprehension
	* o fact/opinion	Comprehension
5	literary representations	
	o behavior, traits, motives relationships of characters	Comprehension
6	develop strategies for making independent critical evaluations of literary works	
	o recognize features of genres and recurring features of literary works	Comprehension Language Arts Supplement

Grade 8 (cont.)

8	recognize varieties of language use	
	* o understand how language influences others	Comprehension Language Arts Supplement
9	gain understanding of structure of English language	
	* o understand basic grammar concepts - simple subject - simple predicate	Language Expression
13	engage in process that includes revising and editing	
	o revise structural elements	Language Expression
	* o revise for clarity, coherence, and unity	Language Expression
	o edit for conventions	Language Mechanics
14	write for different audiences and purposes, using a variety of forms	Writing Sample Holistic Score Analytic Scores for -Focus -Organization -Development
15	use appropriate forms of written English	
	* o spelling	Spelling
	* o punctuation	Language Mechanics
	* o capitalization	Language Mechanics
	* o usage	Language Expression

Please note:

1. Proficiency statements and indicators are presented in abbreviated form. For a more complete listing of each proficiency statement, refer to the Language Arts Proficiency Guide, pp. 35-42.

2. Indicators preceded by * are part of the achievement standard which will be used to identify students for remediation and retention.

LANGUAGE ARTS PROFICIENCIES TESTED ON ISTEP

Grade 9

No.	Proficiency Statements/Indicators	Items Selected From ISTEP Subtest
2	develop independent reading strategies	
	o comprehension	Vocabulary Comprehension
	- develop/expand word meaning - understand stated and implied meaning	
	o reading skills in gathering, retaining, and analyzing information	Study Skills
	- use study skills - apply reading skills to content areas and everyday life - use primary and secondary sources	
3	think critically and reflectively	
	o form critical judgments	Comprehension
	- objective/subjective - author's purpose and perspective	
7	develop strategies for making independent critical evaluations of literary works	
	o recognize features of genres and recurring conventions in literary works	Comprehension

Grade 9 cont.

9	recognize varieties of language use	
	o language used to influence and manipulate	Comprehension
10	gain understanding of structure of English language	
	o understand and apply basic grammar - simple subject - simple predicate - sentence structure	Language Expression
14	engage in process that includes revising and editing	
	o revise structural elements	Language Expression
	o revise for clarity, coherence, and unity	Language Expression
	o edit for conventions	Language Mechanics
15	write for different audiences and purposes, using a variety of forms	Writing Sample Holistic Score Analytic Scores for -Focus -Organization -Development
16	use appropriate forms of written English	
	o spelling	Spelling
	o punctuation	Language Mechanics
	o capitalization	Language Mechanics
	o usage	Language Expression

Please note: Proficiency statements and indicators are presented in abbreviated form. For a more complete listing of each proficiency statement, refer to the Language Arts Proficiency Guide, pp. 43-50.

LANGUAGE ARTS PROFICIENCIES TESTED ON ISTEP

Grade 11

No.	Proficiency Statements/Indicators	Items Selected From ISTEP Subtest
2	develop independent reading strategies	
	o comprehension	Vocabulary Comprehension
	- develop/expand word meaning - understand stated and implied meaning	
	o reading skills in gathering, retaining and analyzing information	
	- use study skills - apply reading skills to content areas and everyday life - use primary and secondary sources	Comprehension
3	think critically and reflectively	
	o form critical judgments	Comprehension
	- objective/subjective - author's purpose and perspective	
7	develop strategies for making independent critical evaluations of literary works	
	o recognize features of genres and recurring conventions in literary works	Comprehension Language Arts Supplement

Grade 11 (cont.)

9	recognize varieties of language use	
	o language used to influence and manipulate	Comprehension
10	gain understanding of structure of English language	
	o understand and apply basic grammar - simple subject - simple predicate - sentence structure	Language Expression
14	engage in process that includes revising and editing	
	o revise structural elements	Language Expression
	o revise for clarity, coherence, and unity	Language Expression
	o edit for conventions	Language Mechanics
15	write for different audiences and purposes, using a variety of forms	Writing Sample Holistic Score Analytic Scores for -Focus -Organization -Development
16	use appropriate forms of written English	
	o spelling	Spelling
	o punctuation	Language Mechanics
	o capitalization	Language Mechanics
	o usage	Language Expression

Please note: Proficiency statements and indicators are presented in abbreviated form. For a more complete listing of each proficiency statement refer to the Language Arts Proficiency Guide, pp. 43-50.

DESCRIPTION OF LANGUAGE ARTS PORTION OF ISTEP

The Language Arts portion of ISTEP consists of three major components: standardized test, supplement, and writing sample (at Grade 3 and above). Descriptions of the individual components and sample test items are provided below.

Standardized Test

The California Achievement Test, Form E (CAT-E) includes the following language arts subtests at the grade levels being tested:

Grade 1, Level 11: Word Analysis, Vocabulary, Comprehension, Language Expression

WORD ANALYSIS subtest (Level 11) includes single consonant clusters, digraphs, long vowels, short vowels, short vowels, and sight words--all oral.

VOCABULARY subtest (Level 11) includes categories, definitions, synonyms, and words in context.

COMPREHENSION subtest (Level 11) includes sentence meaning, passage details, stated main idea, character analysis, and interpreting events.

LANGUAGE EXPRESSION (Level 11) subtest includes nouns (singular/plural), verbs (tense and agreement), adjectives and adverbs (comparison), sentence formation.

Grade 2, Level 12: Word analysis, Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression

WORD ANALYSIS subtest (Level 12) includes consonant vowels, and sight words (oral); compound words, root words, affixes, diphthongs and variant vowels.

VOCABULARY subtest (Level 12) includes synonyms, antonyms, and words in context.

COMPREHENSION subtest (Level 12) includes passage details, main idea, character analysis, and interpreting events.

SPELLING subtest (Level 12) includes vowel sounds, consonant sounds, and structural units.

LANGUAGE MECHANICS subtest (Level 12) includes capitalization of I, nouns, adjectives, beginning word, and titles, and punctuation with period, question mark, and exclamation point.

LANGUAGE EXPRESSION subtest (Level 12) includes nouns (singular/plural), pronouns, verbs (agreement and tense), comparison of adjectives and adverbs, and sentence completion.

Grade 3, Level 13: Word Analysis, Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression

WORD ANALYSIS subtest (Level 13) includes consonant clusters and digraphs (oral), long vowels, short vowels, diphthongs, variant vowels, compound words, root words, and affixes.

VOCABULARY subtest (Level 13) includes synonyms, antonyms, and homonyms.

COMPREHENSION subtest (Level 13) includes passage details, character analysis, main idea, and interpreting events.

SPELLING subtest (Level 13) includes vowel sounds, consonant sounds, and structural units.

LANGUAGE MECHANICS subtest (Level 13) includes capitalization of pronoun I, nouns, adjectives, beginning words, and titles, and punctuation with period, question mark, exclamation point, commas, colon, semicolon, and quotation.

LANGUAGE EXPRESSION subtest (Level 13) includes nouns (singular, plural, possessive), personal pronouns, verbs (agreement and tense), comparison of adjective and adverbs, subject and predicate of sentences, and sequence of sentences.

Grade 6, Level 16: Word Analysis, Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression, Study Skills

WORD ANALYSIS subtest (Level 16) includes consonant digraphs, variant consonants, diphthongs, variant vowels, root words, and affixes.

VOCABULARY subtest (Level 16) includes synonyms, antonyms, homonyms, affixes, and words in context.

COMPREHENSION subtest (Level 16) includes passage details, character analysis, main idea, and interpreting events.

SPELLING subtest (Level 16) includes vowel sounds, consonant sounds, and structural units.

LANGUAGE MECHANICS subtest (Level 16) includes capitalization of pronoun I, noun, adjective, beginning word, and titles, and punctuation with period, question mark, exclamation point, comma, colon, semicolon, and quotation marks.

LANGUAGE EXPRESSION subtest (Level 16) includes nouns (singular, plural, and possessive), personal pronouns, verbs (agreement and tense), comparison of adjectives and adverbs, subject and predicate of sentences, sequence of sentence.

STUDY SKILLS subtest (Level 16) includes book parts, dictionary skills, library skills, graphic information, and study techniques.

Grade 8, Level 18: Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression, Study Skills

VOCABULARY subtest (Level 18) includes synonyms, antonyms, homonyms, affixes, and words in context.

COMPREHENSION subtest (Level 18) includes passage details, character analysis, main idea, interpreting events, and forms of writing.

SPELLING subtest (Level 18) includes vowel sounds, consonant sounds, and structural units.

LANGUAGE MECHANICS subtest (Level 18) includes capitalizing the pronoun I, nouns, adjectives, beginning words, and titles; punctuating with period, question mark, exclamation point, comma, colon, semicolon, and quotation; and proofreading.

STUDY SKILLS subtest (Level 18) includes library skills, graphic information, and study techniques.

Grade 9, Level 19: Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression, Study Skills

VOCABULARY subtest (Level 19) includes synonyms, antonyms, homonyms, affixes, and words in context.

COMPREHENSION subtest (Level 19) includes passage details, character analysis, main idea, interpreting events, forms of writing and writing techniques.

SPELLING subtest (Level 19) includes vowel sounds, consonant sounds and structural units.

LANGUAGE MECHANICS subtest (Level 19) includes capitalizing pronoun I, nouns, adjectives, beginning words, and titles; punctuating with period, question mark, exclamation point, common, colon, semicolon, and quotation marks; and proofreading.

LANGUAGE EXPRESSION subtest (Level 19) includes pronouns, verbs, adjectives and adverbs, sentence patterns, sentence recognition, sentence clarity, sentence combining, and topic sentences.

STUDY SKILLS subtest (Level 19) includes library skills, graphic information, and study techniques.

Grade 11, Level 20: Vocabulary, Comprehension, Spelling, Language Mechanics, Language Expression, Study Skills

VOCABULARY subtest (Level 20) includes synonyms, antonyms, homonyms, affixes, and words in context.

COMPREHENSION subtest (Level 20) includes passage details, character analysis, main idea, interpreting events, forms of writing and writing techniques.

SPELLING subtest (Level 20) includes vowel sounds, consonant sounds, and structural units.

LANGUAGE MECHANICS subtest (Level 20) includes capitalizing the pronoun I, nouns, adjectives, beginning words, and titles; punctuating with comma, colon, semicolon, and quotation marks; and proofreading.

LANGUAGE EXPRESSION subtest (Level 20) includes pronouns, verbs, adjectives and adverbs, sentence patterns, sentence recognition, sentence clarity, sentence combining, and topic sentences.

STUDY SKILLS subtest (Level 20) includes library skills, graphic information, and study techniques.

The contents of each of these subtests is described in detail in both the CAT Technical Bulletin 2 and CAT Test Coordinator's Handbook.

Language Arts Supplement

A language arts supplement of up to twelve items is included at some grade levels to provide more complete coverage of the English/Language Arts proficiency statements. The topics included on the supplement at each grade level are described below and sample items given. (Please note: The sample items are not actual pilot-tested items for a given grade level. They are provided to illustrate how the concept will be tested.)

Grade 1 Supplement (11 items):

Proficiency: Reading skills applied to everyday life--interpreting signs and symbols

SAMPLE:

Look at the signs. Find the sign that shows how fast a car is allowed to go. Mark your answer.

O O O O

Proficiency: Recognizing and adapting language use--recognizing how language is used to influence others

SAMPLE:

Dear Aunt Sue,

I love my new doll. It was the very best birthday present in the whole world.

Love,
Kathy

Kathy said that the new doll is "the very best birthday present in the whole world" to make her aunt think

o she likes the present very much

o the doll is pretty

o she will play with the doll

Grade 2 Supplement (12 items):

Proficiency: Reading skills applied to everyday life--interpreting and symbols

SAMPLE:

Look at the signs. Find the sign that means handicapped parking. Mark your answer.

O

O

O

O

Proficiency: Thinking critically and reflectively--distinguishing reality from fantasy

SAMPLE:

Which of the following <u>could</u> really happen?

- o A bee and a butterfly started to sing.
- o The bee bumped into the butterfly's wing.
- o The butterfly cried, "You're a mean old thing."
- o Said the bee, "Just be thankful that I didn't sting!"

Proficiency: Recognizing and adapting language use--recognizing how language is used to influence.

SAMPLE:

A t.v. commercial for a new cereal said: "This new cereal is full of vitamins, and it tastes good too!"

The commercial said the cereal "is full of vitamins" to make you think it

- o is fun to eat
- o tastes like medicine
- o is good for you
- o is only for grownups (adults)

Grade 3 Supplement (12 items)*

Proficiency: Reading skills used to gather and analyze information--locate and use parts of books

SAMPLE:

Table of Contents

The First Settlers 4

Last Boy at Bat 11

The Dog Who Thought She Was a Person 17

New Noisy Neighbors 23

The Enchanted Planet 26

On what page would you look for a story about animals?

- o 4
- o 11
- o 17
- o 23
- o 26

Proficiency: Reading skills applied to everyday life--interpreting labels

SAMPLE:

The label on the cough syrup bottles said:
Adults: 2 tablespoons every 3 hours
Children under 12: 1 tablespoon every 3 hours
Not to be given to children under 2.

How much cough syrup may an 8 year old boy take?

- o 1 tablespoon
- o 2 tablespoons
- o 3 tablespoons
- o none

Proficiency: Recognizing and adapting Language use--recognize how language is used to influence

SAMPLE:

A sign on the door said:

The sign said that the free kittens are "no trouble at all" to make you think that kittens

- o are fun to play with
- o like to get in trouble
- o are easy to take care of

*

Please Note: The items on the Grade 3 Supplement will be pilot tested only in 1988-89. They will be used as part of the criterion-referenced portion of the test and the achievement standard in 1989-90.

Grade 6: No Language Arts Supplement

Grade 8 Supplement (9 items)

Proficiency: Developing strategies for making independent evaluations of literary works--recognizing features of genres and recurring conventions of literary works

SAMPLE:

Which of the following is least likely to contain the writer's opinion?

o feature story

o news story

o editorial

o classified advertisement

Proficiency: Recognizing and adapting language use--understanding how language is used to influence others

SAMPLE:

The following is an excerpt from a magazine advertisement:

FASTSTUFF teaches you to apply the same time-motion techniques used by major corporations to assembling, stapling, folding, stuffing, and boxing. FASTSTUFF explains the psychological influence of classical music to stuff by. FASTSTUFF contains the names of twelve companies that pay premiums for rush jobs and the names of twenty-one companies that pay piece premiums during specific seasons.

Which of these statements from the advertisement attempts to persuade the reader that FASTSTUFF methods are based on industrial efficiency?

F "Envelope stuffing is a science."

G "FASTSTUFF contains the names of twelve companies that pay premiums for rush jobs."

H "FASTSTUFF teaches you to apply the same time-motion techniques used by major corporations."

Grade 9: No Language Arts Supplement

Grade 11 Supplement (10 items)

Proficiency: Developing strategies for making independent critical evaluations of literary works--recognizing features of genres and recurring conventions in literary works

SAMPLE:

A We watch with terror as the huge boulder broke loose and started its lumbering descent. We scrambled for safety and managed to pull ourselves clear just before the avalanche roared past us.

B The old plane creaked and groaned as Josh took it through the stunts. He held his breath as he urged the plane higher and higher. Then suddenly smoke billowed from behind the propeller and the engine sputtered. He felt as if the whole world had stopped.

C Melisande and Elise argued until daybreak. Melisande aggressively pursued her point by shaking her fist at Elise. Elise sullenly glared back. "I can be just as stubborn as she can," she thought.

D For months Marguerite had practiced soccer every evening. Her main ambition was to make the city team this year. When Susanna moved in next door, Marguerite mentioned that the tryouts would be the next week. Susanna said she didn't especially like soccer but might try out for fun. At the tryouts Susanna made the team, but Marguerite was only the first alternate.

Writing Sample

A writing sample will be included in ISTEP at grades 3, 6, 8, 9, and 11. A writing sample is a whole piece of writing, or composition, written in response to an assignment, or "prompt." A prompt is a stimulus for writing, which has been designed and pilot-tested to elicit a specific type of writing at each grade. Each ISTEP writing prompt briefly specifies a situation, purpose, and audience for writing. Because the ISTEP writing samples are part of a standardized testing program, they must be produced under standardized conditions (i.e., times, impromptu writing on one specified topic with no use of outside resources, such as dictionaries or teacher assistance.)

Types of Writing

Writing required on the ISTEP writing sample falls into one of three categories:

- o Expressive Writing --Grade 3
- o Informative Writing (Expository Writing))--Grades 6 and 8
- o Persuasive Writing--Grades 9 and 11

Grade 3: Expressive Writing

The third grade prompt is designed to elicit an expressive response from the students, either in the form of a personal experience or description. Expressive writing focuses primarily on the thoughts, feelings, experiences, and perceptions of the writer.

Personal experience writing prompts could include telling what happened in any number of contexts: the happiest day of school this year, the worst day of your life, the best vacation you ever had, the biggest surprise you've ever had, the most frightening thing that has happened to you. The possibilities are endless! Descriptive writing prompts could ask students to describe something that they know personally: an object, person, place, or situation.

A prompt for the third grade writing sample will look something like this:

> Think of the best trip you have ever taken. Tell what happened on the trip.
>
> Think of the most special gift you have received. Describe it so that someone who has not seen it will know why it is special.

Grades 6 and 8: Informative Writing

The writing prompts for the sixth and eighth grade writing samples are designed to elicit informative (or expository) writing, that is, writing which explains or conveys a body of information or subject matter. Informative writing prompts coudld include the following types of writing situations: giving directions, explaining how something works or how something is done, analyzing the causes or effects of a situation.

An informative prompt for grades 6 and 8 will look something like this:

> Imagine that another student has offered to do one of your jobs while you are away for a few days. Pick a job that you know how to do well (for example, walking a pet, washing a car, cutting the grass, babysitting). Write a set of directions explaining how to do the job.
>
> Your community is starting its own hall of fame. Write an editorial for your local newspaper, explaining whom you would nominate and why you would nominate this person.

Grade 9 and 11: Persuasive Writing

The writing prompts for the ninth and eleventh grade writing samples are designed to elicit persuasive writing, or writing which attempts to influence or change the opinions or attitudes of the reader. Persuasive writing prompts could include the following types of writing situations: a letter to the editor of the school or local newspaper, an editorial or essay taking a stand on a school, family, state or national issue.

A persuasive prompt for grades 9 and 11 will look something like this:

> Your school newspaper has decided to publish a guest editorial written by a different student each week. Choose one issue of concern to you. Write an editorial, persuading other students to take a stand on this issue.
>
> The state legislature is considering a plan to raise the driving age in Indiana to 18. Write a letter to a legislator in which you argue for or against this plan. Be sure to support your argument and persuade the reader to accept your point of view on this issue.

APPENDIX H

ISTEP RESOURCE INFORMATION SPECIFIC TO MATHEMATICS

ISTEP RESOURCE INFORMATION SPECIFIC TO MATHEMATICS

MATHEMATICS SUBTESTS

The standardized section of the mathematics test, the California Achievement Test, contains two subtests at each grade level:

the Mathematics Computation subtest containing items requiring only symbol manipulations, and
the Mathematics Concepts and Applications subtest requiring the application of mathematical skills and understanding to solve various types of problems.

The standardized portion of the test will provide national norms for comparison of Indiana students with other students who take this test. A more complete description at each grade level is contained in the Technical Bulletin which accompanies the California Achievement Test.

The following pages identify the grade level at which each specific proficiency and proficiency indicator is tested on ISTEP. These pages also give a general recommendation regarding topics in the curriculum for each grade level, which teachers may find useful. This is not intended to describe the mathematics curriculum which local schools should adopt, but it is intended to be the basis for discussion among teachers of different grades, who will then arrive at the best plan for their students.

The column marked "Topic" should be interpreted as a list of KEY words from each proficiency statement, and should be used along with the Mathematics Proficiency Guide which provides a complete description of skill areas. Those grade numbers listed as "Assessed Locally" are recommendations for teachers and curriculum planners to consider as local and classroom evaluation plans are developed. Those proficiency statements which cannot be assessed by the ISTEP program are nevertheless an important part of the mathematics program, and must be addressed in the context of the entire program.

The topics which are tested on the mathematics part of ISTEP are indicated by the number of the grade at which they appear. Those topics identified with only a number indicate items that are only used to determine the standardized score. Those topics identified with an asterisk (*) indicate that the topic is a part of the achievement standard which has been set for that grade.

KINDERGARTEN/PRIMARY MATHEMATICS PROFICIENCIES

Grade Level Assessment Information

No.	Proficiency Topic (#)	Introduced at grade:	Reinforced at grade:	Assessed Locally	Tested on ISTEP (*)
1.	Attitudes	1	2,3	1,2,3	
2.	Number sentences	1	2,3	1,2	3*
3.	Place value				
	use models	1	2,3	1,2,3	
	place value, tens	1	2,3		1,2*,3*
	place value, hundreds	2	3		2*,3*
	various forms	2	3	2,3	2*,3*
4.	Fractions				
	fractional parts	1	2,3		1,2*,3*
	write fractions	2	3	2,3	
5.	Computation				
	develop algorithms	1	2,3	1,2,3	
	sums, diff. to ten	1	2,3		1*,2*
	sums, diff. 3-digit	1	2,3		2*,3*
	estimate sum, diff.	2	3	2	3*
6.	Recall of facts				
	sums, differences	1	2,3		1*,2*,3*
	models, mult, div.	1	2,3	2,3	
	use symbols	1	2,3	1,2	3
	mult. facts	3			3*
7.	Read, write, sequence				
	total of objects	1	2,3	1,2,3	
	total in 2 sets	1	2,3		1*,2*,3*
	counting on, etc	1	2,3	1,2,3	
	write, recognize	1	2,3		1*,2*,3
	number words	1	2,3		1*,2*,3
	one more, less	1	2,3		1*,2*,3*
	order numbers	1	2,3		1*,2*,3*

No.	Proficiency Topic	Introduced at grade:	Reinforced at grade:	Assessed Locally	Tested on ISTEP
8.	Geometry				
	name solids	1	2,3		1*,2, 3
	name plane figures	1	2,3		1*,2*,3
	properties	1	2,3	1,2,	3*
	congruence	2	3	2	3*
	similarity	2	3	2,3	
	symmetry	2	3		2*,3*
	blocks, tangrams	1	2,3	1,2,3	
	position words	1	2,3	1,2,3	
9.	Estimation, measurement				
	time to minutes	1	2,3	1	2, 3*
	read calendar	1	2,3		1*,2*,3*
	hour, day, week	1	2,3		1*,2*,3*
	coins, bills	1	2,3		1*,2*,3*
	determine cost	1	2,3	1	2*,3*
	make change	1	2,3	1,2	3*
	nonstandard units	1	2,3	1,2,3	
	compare measures	1	2,3	1,2,3	
	estimate, meas, lgth	1	2,3		1, 2, 3*
	estimate, meas, area	2	3	2	3*
	compare areas	1	2,3	1,2,3	
10.	Problem-solving				
	new, nonroutine	1	2,3	1,2,3	
	new, routine	1	2,3		1*,2*,3*
	explain process	1	2,3	1,2,	3*
	model, act out	1	2,3	1,2,3	
11.	Data, graphs				
	read graphs	1	2,3		1*,2*,3*
	construct graphs	1	2,3	1,2,3	
	likely events	1	2,3	1,2,3	
12.	Calculators, computers	1	2,3	1,2,3	

Tested, no objective: division with, without remainders, grade 3

(*) These topics are used as achievement indicators for determination of the state achievement standard.

(#) These phrases are simply a list of key words from the sample indicators for each proficiency; refer to complete statements in the Mathematics Proficiency Guide for further clarification of meaning.

UPPER ELEMENTARY MATHEMATICS PROFICIENCIES

Grade Level Assessment Information

No.	Proficiency Topic (#)	Introduced at grade:	Reinforced at grade:	Assessed Locally	Tested on ISTEP (*)
1.	Attitudes		4,5,6	4,5,6	
2.	Place value		4,5,6	4,5	6*
3.	Fractions				
	use models	4	5,6	4,5	6*
	common denominator	5	6	5	
	equivalent fractions	4	5,6	4,5	6*
	order fractions	4	5,6	4,5	6*
	simplify fractions	5	6	5,6	
4.	Computation with rationals		4,5,6	4,5	6*
5.	Ratio, proportion				
	write ratio	4	5,6	4,5	6*
	write proportion	6			6
	solve proportion	6			6
	percent as other	6		6	
	other as percent	6		6	
	solve problems	4	5,6	4,5	6*
6.	Mental math and estimation		4,5,6	4,5	6*
7.	Problem-solving		4,5,6	4,5	6*
8.	Number relationships				
	prime, composite	4	5,6	4,5	6
	factors	4	5,6	4,5	6*
	LCM, GCF	5	6	5	6*
	number patterns		4,5,6	4,5,6	
	formulas, equations	4	5,6	4,5	6*

No.	Proficiency Topic (#)	Introduced at grade:	Reinforced at grade:	Assessed Locally	Tested on ISTEP (*)
9.	Geometry				
	use of terms	4	5,6	4,5	6*
	classify	4	5,6	4,5	6*
	constructions	5	6	5,6	
	construct solids	4	5,6	4,5,6	
	investigate properties	4	5,6	4,5,6	
	draw solids		4,5,6	4,5,6	
	symmetry		4,5,6	4,5,6	
	use of software		4,5,6	4,5,6	
	tessellations	4	5,6	4,5,6	
	congruence, similarity		4,5,6	4,5	6*
10.	Measuring, estimating				
	manipulatives, length		4,5,6	4,5	6*
	area, perimeter		4,5,6	4,5,6	
	compare areas	4	5,6	4,5,6	
	weight		4,5,6	4,5,6	
	volume, capacity		4,5,6	4,5	6*
	temperature		4,5,6	4,5,6	
	angle measure	4	5,6	4,5	6*
11.	Data, graphs				
	organize data		4,5,6	4,5,6	
	interpret data		4,5,6	4,5	6*
	probability		4,5,6	4,5,6	
12.	Calculators, computers		4,5,6	4,5,6	

(*) These topics are used as achievement indicators.

(#) These phrases are simply a list of key words from each sample indicator for a proficiency; please refer to the complete statements in the Mathematics Proficiency Guide for further clarification of meaning.

MIDDLE SCHOOL/JUNIOR HIGH MATHEMATICS PROFICIENCIES

Grade Level Assessment Information

No.	Proficiency Topic (#)	Introduced at grade:	Reinforced at grade:	Assessed Locally	Tested on ISTEP (*)
1.	Attitudes		7,8	7,8	
2.	Place value				
	read, write		7,8	7,8	
	value of digit		7,8	7	8*
	expanded, sci. notat.	7	8	7	8*
	round		7,8	7	8*
	order, compare		7,8	7	8*
3.	Fractions, integers irrationals				
	prime, composite		7,8	7	8
	factors, exponents	7	8	7	8*
	GCF, LCM		7,8	7	8*
	compare, order		7,8	7	8*
	simplify fractions		7,8	7	8*
	equivalent forms	7	8	7	8*
	irrationals	7	8	7,8	
4.	Computation, real nos.				
	whole, rationals		7,8	7	8*
	integers	8			8
	use properties		7,8	7	8*
	square root	8			8*
	properties zero, one		7,8	7,8	
5.	Problem-solving				
	use strategies		7,8	7,8	8*
	explain process		7,8	7	
	write problems		7,8	7,8	
	solve problems		7,8	7	8*
6.	Estimation				
	reasonableness		7,8	7,8	
	error of measurement	7	8	7,8	
	size, quantity, etc.		7,8	7	8*

No.	Proficiency Topic (#)	Introduced at grade:	Reinforced at grade	Assessed Locally	Tested on ISTEP (*)
7.	**Measurement**				
	appropriate units		7,8	7	8*
	use instruments		7,8	7,8	
	significant digits	8		8	
8.	Using data				
	interpret graphs		7,8	7	8*
	choose scale		7,8	7,8	
	construct graph		7,8	7,8	
	collect, organize		7,8	7,8	
	compare graphs		7,8	7,8	
	find mean, median	7	8	7,8	
	scatter diagram	7	8	7,8	
9.	Geometry				
	identify properties		7,8	7	8*
	area, perimeter		7,8	7	8*
	congruence, similarity		7,8	7,8	
	constructions		7,8	7,8	
	transformations	7	8	7,8	
	symmetry		7,8	7	8
	Pythagorean rel.	7	8	7	8*
10.	Graphs				
	number line		7,8	7	8*
	equality, inequality	7	8	7	8*
	ordered pairs	7	8	7	8*
11.	Equations, variables				
	write expressions	8		8	
	translate problem	8			8*
	solve	7	8	7	8*
	evaluate	7	8	7	8*
12.	Probability				
	sample space	7	8	7,8	
	permutations	8		8	
	probability of event		7,8	7	8*

No.	Proficiency Topic (#)	Introduced at grade:	Reinforced at grade:	Assessed Locally	Tested on ISTEP (*)
13.	Ratio, prop, percent				
	simplify ratios		7,8	7	8*
	use proportions		7,8	7	8*
	scale drawing	7	8	7,8	
	percent problems		7,8	7	8*
14.	Calculators, computers		7,8	7,8	

Tested no objective: multiply integers

(*) These are used as achievement indicators.

(#) Topic includes key words only - see Mathematics Proficiency Guide for complete description.

HIGH SCHOOL LEVEL I MATHEMATICS PROFICIENCIES

Grade Level Assessment Information

No.	Proficiency	Reinforced	Assessed Locally	Tested on ISTEP
1	Attitudes	9	9	
2	Statistics, graphs	9		9
3	Computation	9		9
4	Calculators, computers	9	9	
5	Use formulas, equations	9		9
6	Estimations	9		9
7	Geometric relationships	9		9
8	Linear relationships	9		9**
9	Consumer topics	9		9
10	Measurement, customary, metric	9	9	
11	Problem-solving	9		9*

Indicators at this level were more general, less all-inclusive, and did not give useful information.

HIGH SCHOOL LEVEL II MATHEMATICS PROFICIENCIES

Grade Level Assessment Information

No.	Proficiency Topic	Reinforced	Assessed Locally	Tested on ISTEP
1	Algebraic manipulations	11		11
2	Counting, perm, combinations	11	11	
3	Probability	11		11
4	Descriptive Statistics	11	11	
5	Inductive, deductive reasoning	11		11
6	Geometric relationships	11		11
7	Compute, simplify, complex nos.	11	11	
8	Functions, graphs	11		11**
9	Calculator, computer use	11	11	
10	Consumer, leisure math skills	11		11
11	Geometry applications	11		11
12	Applied problem-solving	11		11*
13	Appreciation	11	11	

Indicators at this level were less complete listings, did not lend themselves to individual matching with test items.

The **Mathematics Supplement** subtest for each grade contains items which are similar to the sample items below. These are, however, only sample items, and are only an indication of the type of question in each area.

Grade 1 (8 items)

Geometry: recognize plane and solid figures.

Sample item:

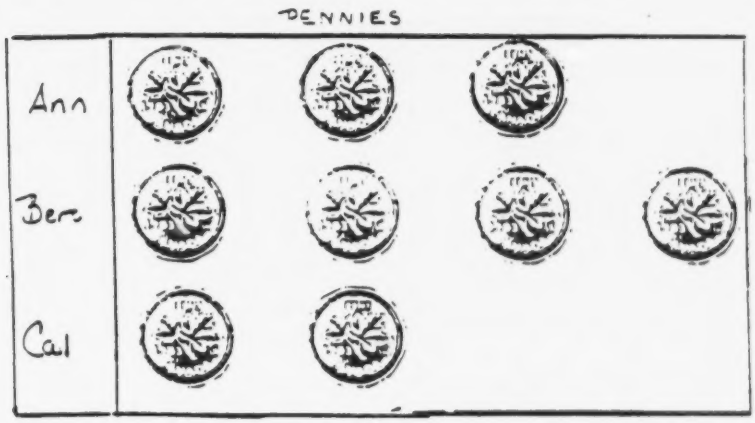
Look at the shapes. Find the shape that looks most like a sphere. Mark your answer.

○ ○ ○ ○

Data: read information from graphs

Sample item:

Look at the picture graph. The graph shows how many pennies Ann, Bert, and Cal have. Each picture stands for one penny. Study the graph. Then answer this question. How many more pennies does Ann have than Cal?

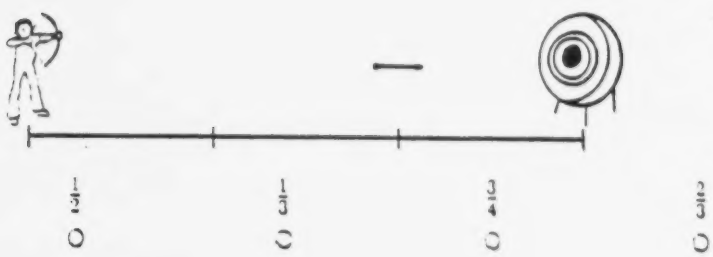


○ 1 ○ 2 ○ 3 ○ 8

Grade 2 (8 items)

Fractions: identify models of fractional parts
Sample item:

Look at the arrow. Find what part of the way the arrow has traveled. Mark your answer.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{3}{4}$ $\frac{2}{3}$

Sequencing Numbers: increasing, decreasing, by twos and fives
Sample item:

Look at the number pattern. Find the numeral that is missing. Mark your answer.

24, 22, ___, 18, 16

o 23 o 21 o 20 o 19

Problem-Solving: verbal problems
Sample item:

Look at the amounts of money. Listen to this problem. Pat has one hundred pennies and two dimes in his bank. How much money does he have in all? Mark your answer.

o $0.20 o $1.10 o $1.20 o $1.50

H-13

Grade 3

No supplementary items in mathematics

Grade 6 (8 items)

Measurement: appropriate units, estimates
Sample item:

Which of these would best be measured in centimeters?

- o length of a hallway
- o length of a ball field
- o distance across a lake
- o amount of daily rainfall

Problem-Solving: verbal problems
Sample item:

A Jollyburger has 1 more pickle slice than a Superburger. A Wonderburger has 2 fewer pickle slices than a Superburger. Which statement is true?

- o A Jollyburger has the most pickle slices.
- o A Wonderburger has the most pickle slices.
- o A Superburger has the fewest pickle slices.
- o A Wonderburger has more pickle slices than a Jollyburger.

Grade 8

Estimation: approximate solutions to computation problems
Sample item:

There are 1871 books in the Oakville library. One week, 302 books were borrowed from the library. If the librarian wanted to estimate the number of remaining books to the nearest ten, he would subtract 300 from

o 1870
o 1880
o 1900
o 2000

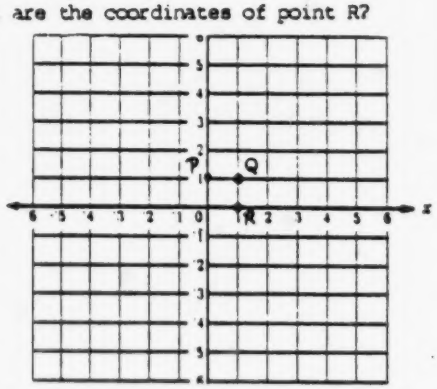
Measurement: appropriate units
Sample item:

About how much soup does a soupspoon hold?

o 7 liters
o 7 milliliters
o 70 milliliters
o 700 milliliters

Graphs: ordered pairs
Sample item:

What are the coordinates of point R?



o (0,0) o (0,1) o (1,0) o (1,1)

Probability: of simple events
Sample item:

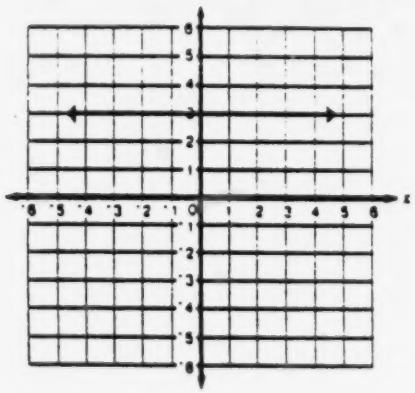
Hans has 2 pennies, 1 nickel, 3 dimes, and 2 quarters in his pocket. If 1 coin is drawn at random, what is the probability that it will be a dime?

- o $\frac{1}{8}$
- o $\frac{2}{8}$
- o $\frac{3}{8}$
- o $\frac{1}{2}$

Grade 9 (8 items)

Linear Relationships: graphs of equations
Sample item:

Which of these equations is shown on the graph?



- o $y = 3$
- o $x = y - 3$
- o $y = x + 3$
- o $x = 3$

Problem-Solving: verbal problems
Sample item:

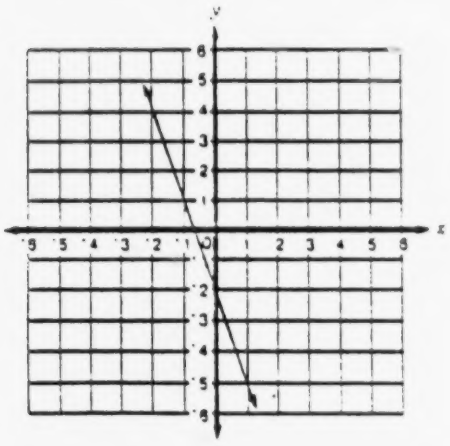
Ms. Ortega bought a camera for $200. She paid 30% of the cost at the time of purchase and the remainder in 5 equal payments. How much was each payment?

- o $6
- o $12
- o $24
- o $28

Grade 11 (10 items)

Functions: graphs of linear functions
Sample item:

Which point can be found on this line?



- o (5, -15)
- o (-6, 16)
- o (-5, 8)
- o (3, -12)

Applied Problem-Solving
Sample item:

A test contains two True/False questions. How many possible combinations of True and False answers could you expect?

- o 2
- o 4
- o 6
- o 8

APPENDIX I

ACHIEVEMENT STANDARDS MEMORANDUM (FEBRUARY 8, 1988)

Indiana Department of Education

Center for School Assessment
Room 229, State House • Indianapolis, IN 46204-2798 • 317/269-9590

MEMORANDUM

TO: All Superintendents

FROM: Rick Peters, ISTEP program manager

RE: Achievement Standards and other ISTEP issues

DATE: February 8, 1988

Achievement Standards

On February 5, 1988, the Indiana State Board of Education adopted achievement standards for grades 1, 2, 3, 6, and 8.

Students who fall **below** the sixteenth percentile on the norm-referenced portion of ISTEP **and** who fail to meet the achievement standard established for their particular grade level will be required to participate in summer remediation. The achievement standards adopted by the Board are listed below:

Grade 1: 66 of 103 achievement indicator items or 64 percent

Grade 2: 90 of 134 achievement indicator items or 67 percent

Grade 3: 113 of 164 achievement indicator items or 69 percent

Grade 6: 144 of 240 achievement indicator items or 60 percent

Grade 8: 139 of 248 achievement indicator items or 56 percent

The Board adopted standards for retention that are the **same** as the standards for remediation.

The standard setting process is an expensive and complicated procedure. To obtain a more complete explanation of the process, please consult the updated version of the ISTEP program manual. (This update is scheduled for release in late February.)

Please note: The Board of Education did **not** adopt achievement standards for grades 9 and 11. Local school corporations may wish to establish their own standards, independent of the ISTEP program. ISTEP results should not be used as the sole determinant of student achievement at these grade levels.

Testing Dates

The only dates available for completing ISTEP testing are the days from March 1 to March 11 inclusive. No other testing dates may be substituted. These dates are set by the State Board of Education.

Schools should have all tests and answer sheets ready for pick-up by the scoring service by the afternoon of March 14. Most schools should anticipate courier pick-up by March 16.

Special Adaptations

We have received a number of calls from individuals concerned with students who need special adaptations of ISTEP. The following procedures should be followed:

1. Special Education Students: The case conference committee is responsible for determining the adaptive needs of special education students. The need for special ISTEP materials will be verified by the case conference committee in the student's IEP.

2. Regularly enrolled students who require adaptations must have the adaptation approved by their building principal, who will document the adaptation in the student's permanent record. Such adaptations are possible for students with a temporary disablement, such as a broken arm, or a chronic disability, such as cerebral palsy. Examples of adaptations:

adaptive equipment
Braille tests
enlarged type versions of the test
increased testing time
testing assistance

The use of adaptive procedures for mainstreamed special education and regular student populations must be noted on the student answer document in the space provided. These ISTEP scores will be **excluded** from normative score aggregations for the school. However, these students **will** be subject to the achievement standard, and thus to the retention and remediation provisions of P.L. 390.

Packaging of Test Materials

Complete information pertinent to the packaging of test materials is currently being prepared as a part of the Test Coordinator's Manual by CTB/McGraw-Hill. This manual will be available to test coordinators prior to March 1.

Disposition of Test Materials

For the purpose of test security, test coordinators must insure that all ISTEP material, other than portions designated for scoring, be **shredded or burned** as soon as possible following March test dates.

All necessary materials for retesting will be supplied to schools prior to retest dates.

Test Score Results Delivery Date

There are several statements in the ISTEP Program Manual referring to the "return" of scoring reports. This term should be interpreted as the shipping date from the scoring service. Schools should expect to receive scoring reports between April 28 and May 2. Funding reports and remediation lists should arrive at the schools between May 9 and May 12.

Writing evaluations should arrive at schools between May 18 and May 23.

Transition Classes

There are several school corporations who have extensive transition or readiness programs. The following guidelines should be observed in determining student eligibility for ISTEP testing.

> K-1 transition students are not eligible for testing unless such students have been determined ready for second grade. In this instance, the first grade ISTEP test should be used.
>
> 1-2, 2-3 transition students should be tested at the lower grade level, unless such students have been determined ready for promotion to a higher grade, e.g. a 1-2 transition student who is deemed ready for grade 3 should be given the grade 2 ISTEP.
>
> 3-4 transition students should be tested with the third grade level ISTEP.

The policies and procedures outlined in this memorandum will be incorporated in an updated edition of the ISTEP Program Manual. If you have questions about these matters, please contact me or other ISTEP staff: Steven Ballou and Dr. Vincent Schrader.

cc: District Test Contact Persons

APPENDIX J

P-VALUES FOR ISTEP ACHIEVEMENT INDICATORS

OVERALL P-VALUES FOR ISTEP ACHIEVEMENT INDICATORS

GRADE	CURRICULAR AREA	n	m	sd(n-1)
1	Language Arts	46	.7882	.1868
	Mathematics	57	.8061	.1336
2	Language Arts	73	.7846	.1298
	Mathematics	61	.8448	.1070
3	Language Arts	98	.8340	.1512
	Mathematics	66	.8600	.1240
6	Language Arts	158	.7610	.1391
	Mathematics	82	.7492	.1525
8	Language Arts	158	.7878	.1520
	Mathematics	90	.7496	.1679
TOTALS	Language Arts	533	.7911	
	Mathematics	356	.8019	
G.T.	All A.I.	889	.7965	

The difficulty of achievement indicator items on ISTEP is reflected by the above table. Column n lists the number of items on the particular subtest, and column m reflects the mean probability of correct responses for the subset of items. This percentage has been computed by calculating the frequency of right response on these items on the ISTEP pilot test.

APPENDIX K

ISTEP FUNDING AND PROGRAMMATIC REQUIREMENTS

ISTEP FUNDING AND PROGRAMMATIC REQUIREMENTS

A Financial Guide for School Business Personnel

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- Indiana Statewide Testing and Educational Progress (ISTEP)
- Administration
- Timing and Transportation Changes

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- Class Size Limits and Summer School Student Inclusion
- Allowable Use of Funds for Remediation
- Expenditure of Funds for Transportation
- Procedure for Issuance of Checks or Electronic Transmittal
- Receipting Funds
- Accounting for ISTEP Funds
- Return of Funds to the State

MISCELLANEOUS PROVISIONS

- Substitution of Students
- Transfer Students Who Failed ISTEP at Another School
- The Use of Instructional Assistants
- Combining ISTEP and Regular Summer School Students
- FICA (Social Security) Withholdings

ISTEP FUNDING AND PROGRAMMATIC REQUIREMENTS

A Financial Guide for School Business Personnel

GENERAL BACKGROUND

Competency Testing Program

Academic testing of students as one measure of the relative success of schools is not a new concept, either in Indiana or nationally. For the past decade Indiana schools have been expected to measure the academic growth of at least some of their students each year. For the past three years, the state has provided money through the Competency Testing Program to assist in the testing and to let the schools offer remediation to students who fell below a certain test score.

Although the Competency Testing Program was not voluntary for either the schools or the students, no significant penalties were applied for non-compliance. School corporations received a testing and remediation allotment based on the number of students who fell below a state-established achievement standard score. For each qualified student, the corporations received an amount established by the state. They were permitted to spend the money received according to a self-determined plan for remediation during either the summer or the fall semester. If a corporation was unable to spend its entire allotment according to its plan before the end of the calendar year, the unspent amount was returned to the state.

Indiana Statewide Testing and Educational Progress

In 1987 the legislature, along with the Governor and the Department of Education, further refined this testing and remediation concept and enacted the Indiana Statewide Testing and Educational Progress (ISTEP) program. The ISTEP program differs significantly from the Competency Testing Program. This paper describes the fiscal requirements of ISTEP and some of their differences from the Competency Testing Program. For a thorough understanding of the total ISTEP program, the reader should consult the ISTEP Program Manual, which will be available from the Center for School Assessment, Indiana Department of Education, in April, 1988.

Administration

The Competency Testing Program was administered entirely by the Center for School Assessment. Claim and report forms submitted by schools to the Center combined financial data and program data. The Center processed and distributed checks.

ISTEP program matters, particularly those directly related to testing, will continue to be handled by the Center for School Assessment. However, reports that deal with curriculum and remediation matters (a superintendent's disposition of waiver requests, e.g.), will be submitted to the Center for School Improvement and Performance.

ISTEP fiscal matters will be handled by the Center for Administration and Financial Management's Division of School Finance.

Timing and Transportation Changes

Perhaps the most significant program change that will affect expenditure patterns is the requirement that ISTEP remediation be conducted exclusively during the summer. Under the Competency Testing Program, corporations had the option of providing remediation in either the summer or the fall semester or both. Another major is the requirement that corporations provide transportation for all students who are required to attend the remediation program that need transportation.

OUTLINE OF PROGRAM

Funding Allocation Determination

Determining the amount that a corporation will receive under ISTEP is different from the determination for the Competency Testing Program. Under the old program, the dollar amount per pupil was set by dividing the number of students who fell below the achievement standard into the total dollars available. A corporation with only one eligible student in 1987 received $301.

Under ISTEP for 1988, the amount of money will be based on groups: one sum for a single student, another sum for two to ten students, and a per pupil sum for those pupils beyond ten. Each of these categories was established so that school corporations could provide one teacher for each ten students, and so that corporations with fewer than ten students would also be able to provide needed teachers.

The remediation allocation for a district will be determined as follows:

.....One Remediation Student:

A corporation with only one (1) student who qualifies for remedial assistance will receive a flat grant of $2,500.

.....Two to Ten Remediation Students:

Each district with at least two (2) students but fewer than eleven (11) students who qualify for remediation will receive a flat grant of $5,000.

.....Eleven or More Remediation Students:

If the district has more than ten (10) students who qualify for remediation, then that corporation will receive a flat grant of $5,000 for the first ten (10) students, and $400 for each student in excess of ten (10).

These three groupings will be used in 1988 to determine the dollars available to each corporation for ISTEP summer remediation and transportation. From this amount, the corporation will determine its transportation allocation based on no more than $70 per eligible pupil. However, if a corporation has only one qualified remedial student, that corporation may use up to $140 for transportation. If the corporation has two to ten remedial students, then the corporation may use up to $700 for transportation.

If the application of the foregoing formulas results in a total greater than the amount appropriated by the General Assembly for this purpose, then the flat grant amount and the per pupil amount will be reduced so that the appropriated amount will not be exceeded.

Class Size Limits and Summer School Student Inclusion

ISTEP classes are limited to no more than ten (10) students. The foregoing funding categories were developed with that requirement in mind using the following model:

Teachers must be paid, at minimum, an hourly rate that is equal to one-sixth (1/6) the daily rate calculated for that teacher on the salary schedule for the preceding school year. For 1988 a classroom unit of 10 students beyond the first unit of ten will generate $4,000. The average statewide hourly rate for teachers is about $26. Thus, the salary requirement for remediating 10 students as a unit for 80 hours will be about $2,100. Preliminary data show that approximately 70 percent of the kindergarten through eighth grade teachers will fall below this amount.

Even if the corporation opts to use the maximum allowable amount for transportation ($700 for 10 students), about $1,200 will remain for supplies, materials, and needed ancillary services.

ISTEP students from more than one grade level may be combined to achieve this number. A corporation may also combine non-ISTEP remediation students with ISTEP students to achieve a class of ten. Districts may elect to form classes smaller than ten students, and indeed are encouraged to do so, if the local financial situation will permit. In the event that non-ISTEP students are placed in ISTEP classes, the non-ISTEP students can be counted for regular summer school. The portion of the allowable salary that is attributable to the regular summer school students can be claimed on the Summer School Report. (See Combining ISTEP and Regular Summer School Students later in this paper)

Allowable Uses of Funds for Remediation

Under ISTEP the range of allowable expenditures has been greatly expanded. The largest single expenditure will be instructional salaries. For 1988, each student must receive 80 hours of remediation instruction which may include time necessary for retesting. Of course, a corporation may employ teachers for more than 80 hours. Remediation funds may be used for any purpose directly associated with the remediation of the particular group of students for whom funding is provided, or for qualified substitutes.

Although the bulk of the funds must be used to provide direct remediation assistance during the summer, funds may be used to provide preparation time and in-service training for teachers and instructional assistants. Funds may also be used to provide guidance, psychometric, secretarial, administrative, and media services necessary to ensure a successful program. Capital expenditures should be limited to those items actually necessary for operation of the remediation program. However, ISTEP funds can be aggregated with other funds to purchase equipment, computer software, and other items which will be used both by ISTEP and other programs.

A corporation cannot substitute ISTEP funds for corporation funds to provide services normally provided by the corporation. For example, if an administrator who is on a 12 month contract is assigned supervision of the ISTEP program, no part of that administrator's salary can be paid from ISTEP funds because the corporation has already obligated itself for that expenditure. But, if the administrator is on a 10 or 10.5 month contract that clearly terminates prior to the beginning of remediation, then the entire amount of the administrator's salary during the remediation program is allowable.

Expenditure of Funds for Transportation

A major requirement of ISTEP is that transportation must be provided for certain students. The law says, "The department shall reimburse a school corporation for reasonable transportation expenses that result from attendance in a summer remediation program required by this chapter." Since students are required to attend school, corporations are required to provide transportation. However, corporations are not required to provide door-to-door transportation, nor are they required to use school buses as the only means of transportation. Some corporations, particularly those corporations that do not provide transportation during the regular school year, may find that contracting with parents, using existing commercial or municipal transportation systems, or finding other means is more appropriate.

Early in May, after being notified by the Department of the number of students to be remediated, corporations must indicate on forms provided by the Division of School Finance the amount they wish to have allocated to transportation. When checks are issued in June, that sum must be deposited in the Transportation Fund in Account 3121.

The amount requested for transportation in 1988 will be an estimate since most corporations will have no historical basis for making the request. Therefore, it is likely that some corporations may complete the summer with monies that have not been spent for ISTEP transportation costs. Any excess amount must be retained by the corporation and applied to 1989 ISTEP transportation costs. A corporation with an excess in 1988 should reduce its transportation allotment request for 1989.

A corporation may elect to pay the entire cost of the transportation program from its Transportation Fund and use the entire ISTEP amount for remediation.

Procedure for Issuance of Checks or Electronic Transmittal

Under the Competency Testing Program, corporations had to submit a claim form for all remediation funding to the Center for School Assessment before the DOE issued a check in June.

Under ISTEP the Division of School Finance will issue checks based on the number of qualified students without the necessity of a corporation's filing a claim. The only form that a corporation will need to submit before receiving a check is notification to the Division of School Finance of the amount that they wish to have allocated for transportation.

The Department will continue to issue checks in June. Although a corporation will receive only one check for the total ISTEP amount, the accompanying check insert will detail the amount that is to be credited to each of the funds. Corporations that want their distributions transmitted electronically may arrange for such transmission by submitting General Form 368 to the Treasurer of State. Before a corporation can request electronic transmission, the local Board of School Trustees must pass a resolution to that effect. Complete details can be found in the State Board of Account's "School Administrator."

If a corporation does not submit a transportation fund allocation request, then the entire amount received must be credited to the General Fund.

Receipting Funds

ISTEP funds must be included in the corporation's budget. The State Board of Accounts has determined that the portion of funds to be used for remediation must be credited to the corporation's General Fund (Account Number 3199) and that the transportation amount must be credited to the Transportation Fund (Account Number 3121). ISTEP funds cannot be kept in a separate fund or funds. In 1988, some corporations may need to seek an additional appropriation for authority to spend the money received for ISTEP.

Accounting for ISTEP Funds

Since all funds received by a corporation for ISTEP will be credited to either the General Fund or to the Transportation Fund, no separate accounting report to the state for ISTEP is currently contemplated. Corporations should maintain internal records so that they can verify receipts and expenditures if such verification should become necessary.

Return of Funds to the State

Funds must be returned to the state when a corporation does not enroll a number of students equal to the number of students certified as needing remediation, or when a corporation places students into classes larger than ten.

If a corporation fails to enroll as many students as certified for remediation, it will return $400 for each student not enrolled.

If a corporation operates classes larger than ten, it must return $400 for each student beyond ten in any classroom.

The funding level was based on the expectation that students would be in classes of ten or less, and since ten students will generate $4,000 for the corporation from ISTEP, with the corporation having the further option of adding regular summer school students for whom they can receive partial funding, no corporation should be unduly burdened by this requirement. Additionally, a corporation that employs enough teachers to achieve a 10:1 ratio based on the number of eligible students, and pre-enrolls a number of students equal to the number of eligible students, is guaranteed the funding amount it received.

In the case of a corporation that receives a flat grant of $2,500, no money will be returned if one student is remediated. For corporations receiving flat grants of $5,000, no money will be returned if at least two students are remediated and two teachers are employed. However, if a corporation receives a flat grant of $5,000, but remediates only one student, then that corporation must return $2,500 to the state regardless of how many teachers are employed.

MISCELLANEOUS PROVISIONS

Substitution of Students

The funding amount that a corporation receives is generally determined by a specific group of students who scored below the achievement standard. For various reasons, it may not be possible to provide remediation for every student who qualifies. So that a number equal to 100% of the students who qualified for remediation can be served, a corporation may elect to require students who did not score below the achievement standard to attend the

remediation program. A corporation desiring to place students who did not fail the ISTEP test into a corporation-provided remediation program or to substitute such students into an ISTEP class should have an approved local board policy to that effect.

Transfer Students Who Failed ISTEP at Another School

ISTEP funding does not follow a student. If a student who fails ISTEP moves from a corporation prior to the beginning of the remediation program, a vacancy is created into which the corporation may place an approved substitute.

If a corporation receives a student who has failed ISTEP, the corporation should make every effort to include that student in a remediation program. If there is a funding vacancy in the ISTEP program, the transferring student may be placed there. If there is no funding vacancy, but there is a class that has fewer than ten students, then the transferring student may be placed there.

If neither of these situations is a possibility, then the corporation should place the student into a regular summer school program if the corporation is participating in the regular program.

The Use of Instructional Assistants

Instructional assistants (aides) may not be counted as part of the necessary teacher FTE for purposes of funding requirements.

Instructional assistants, either employed or volunteered, may be used at the discretion of the corporation. If instructional assistants are hired, they may be paid from ISTEP funds.

Combining ISTEP and Regular Summer School Students

The combining of ISTEP students and regular summer school students may be of particular benefit to those corporations that have more than ten eligible students, particularly at any given grade level. Although corporations with fewer than ten eligible students may place regular summer school students with their eligible students, the ISTEP Flat Grant was designed to permit corporations with a small number of students to provide remediation without needing to add regular summer school students.

When regular summer school students are combined with ISTEP students, the class is still limited to an enrollment of ten. For purposes of the Summer School Final Report, the regular summer school students will be classified as receiving Type 1 instruction.

A corporation with more than ten eligible students, having exactly ten eligible students at a given grade level will have $4,000 to provide

remediation for them. However, a corporation that has fewer than ten students might add additional regular summer school students and increase the funds available.

The amount a corporation can claim for regular summer school reimbursement for a class is limited to that proportion of the class that is composed of Regular Summer School students who are also provided a minimum of 80 hours of instruction.

EXAMPLE: Number of ISTEP Students 6
Number of Regular Summer School Students....4
Total Salary Cost.....$2,600*

Salary amount chargeable to Summer School.....$1,040
(The amount chargeable to summer school was determined by multiplying $2,600 by four-tenths (.4), the proportion of regular summer school students in the class.)

The corporation has received $2,400 from ISTEP for the six eligible students. It now has the potential of total funding for the class of $3,440, depending upon the level of summer school reimbursement.

* The total salary cost is the salary of a teacher and the salary of an instructional assistant if used in the class. No other salaries are allowable.

FICA (social security) Withholdings

Since salary earned by certified staff is subject to FICA reimbursement by the state, no withholding from the amount received for remediation should be made for this purpose.